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ABSTRACT

In order to shed further light on the state of the public school library today, a study was conducted to identify major trends in school libraries and to gain perspective on the critical issues facing school library media specialists in the coming decade. A secondary objective of the study was to uncover the attitudes and awareness level of elementary school administrators regarding the school library media center and staff. Data were collected via interviews with 117 school librarians from elementary, middle, and high schools across the country, as well as interviews with 20 elementary school principals and 10 elementary school superintendents from schools represented in the librarian survey. A small group of library leaders were also surveyed about some of the study findings for the purpose of interpretation. This report provides a summary of the findings followed by detailed findings presented in both narrative and tabular formats. Areas covered are student enrollment; budgets; library staffing; utilization of the librarian; curriculum planning; administrators' attitudes toward school library media specialists and centers; the school library media center; and major problems facing librarians in the 1990s. Copies of the questionnaires are appended. (MAB)

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THE MILLBROOK REPORT:

THE CHANGING ROLE OF THE SCHOOL LIBRARY

October 1990

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TABLE OF CONTENTS

INTRODUCTION 1

METHODOLOGY. 3

STUDY OBJECTIVES 3

SUMMARY OF FINDINGS

- STUDENT ENROLLMENT. 4
- BUDGETS 4
- LIBRARY STAFFING. 7
- UTILIZATION OF LIBRARIAN. 10
- CURRICULUM PLANNING 10
- ADMINISTRATION ATTITUDES TOWARD SCHOOL LIBRARY MEDIA SPECIALISTS AND CENTERS 11
- THE SCHOOL LIBRARY MEDIA CENTER 13
- MAJOR PROBLEMS FACING LIBRARIANS IN THE 1990s 13

DETAILED FINDINGS

- STUDENT ENROLLMENT. 16
  - CURRENT STUDENT ENROLLMENT 17
  - CHANGES IN STUDENT ENROLLMENT (PAST FIVE YEARS). . . 21
  - EXPECTED CHANGES IN STUDENT ENROLLMENT (NEXT FIVE YEARS). 24
- SCHOOL LIBRARY BUDGETS. 28
  - CURRENT BUDGETS. 29
  - BUDGET CHANGES OVER THE PAST FIVE YEARS. 30
  - EXPECTED BUDGET CHANGES OVER NEXT FIVE YEARS 33
  - BUDGET SOURCES 38

TABLE OF CONTENTS (CONTINUED)

LIBRARY STAFFING. 43

CURRENT STAFFING 44

CHANGES IN LIBRARY STAFFING (PAST FIVE YEARS). . . . 51

EXPECTED STAFFING CHANGES (OVER NEXT FIVE YEARS) . . 61

SATISFACTION WITH STAFFING 65

REASONS FOR DISSATISFACTION WITH STAFFING. 70

STAFF'S IMPACT ON STUDENTS 72

UTILIZATION 74

BREAKDOWN OF HEAD LIBRARIAN'S TIME 75

CURRICULUM PLANNING. 79

LIBRARIAN UTILIZATION RECOMMENDATIONS. 87

ALLOCATION OF FUNDS. 90

LIBRARY MEDIA CENTER. 95

BOOK COLLECTION. 96

HOURS OF OPERATION 101

MAJOR PROBLEMS FACED BY LIBRARIANS 102

APPENDIX A: QUESTIONNAIRES

INTRODUCTION

Over the past decade, significant changes have occurred in school libraries across the country. No longer simply book repositories, they have evolved into school library media centers where students and faculty alike have access to a wide array of resource material including computer technology, audiovisual and nonprint resources, in addition to the more traditional book collection.

Thus, the school librarian's role has also evolved into that of media specialist. Today, many school librarians act as media consultants and a growing number are playing an increasingly active role in curriculum planning and classroom instruction.

There have been several studies conducted which show that good school library media programs can be positively related to overall academic achievement, development of reading skills, library skills, vocabulary, study skills, verbal expression, and problem-solving ability.

Many studies have recognized that one of the single most important elements in a strong library media program is the presence of a professional certified staff who can develop, implement and direct such programs. Specifically, evidence shows that school librarians with a Master's degree in Library Science develop and conduct more productive programs than those who lack the degree or those with less education. Bibliographies on this topic can be found in Information Power, as well as in the professional literature.

Despite the evidence regarding the importance of the library media center and full-time professional librarian, many recognize that both are greatly underutilized. Many school librarians feel that this is one of the biggest problems they face today.

The question of underutilization is one of the issues this study examines. Elementary, middle and high school librarians were surveyed about their working relationships with teachers, and about ways they believe they could be more fully utilized in order to maximize educational benefits to students. From this, the issue of their involvement in curricular activities begins to emerge. The results are discussed in the report findings.

Other issues under scrutiny include financial support for the school library; librarians' involvement in budget development and planning; changes in professional and non-professional staffing levels; adequacy of book collections; and, major problems facing school librarians in the 1990s.

In order to shed further light on the state of the public school library today, the study polled a matched sample of elementary school principals and superintendents to determine their attitudes and perceptions about the role of the school library and library media specialist within the education process. In many cases, there were disparities between the viewpoints of the administrators and those held by the librarians.

Finally, the study includes observations made by library leaders. Their commentary is intended to help put the key findings of this study into perspective. During the course of discussion with these experts, certain recommendations were made which are also included in the observation sections.

(**NOTE:** Throughout the report, the terms "professional librarian", "certified librarian," "school library media specialist," "school librarian" and "librarian" are used to mean an individual who has received a Master's degree in Library Science, as well as a teaching certificate. The study also employs the term "non-certified librarian" in order to distinguish between professional librarians and paraprofessionals and/or individuals who work in the school library who may be called a librarian, but lack the credentials described above.)

METHODOLOGY

For this research, 117 school librarians from elementary, middle and high schools across the country were interviewed. The sample consisted of 63% elementary schools, 14% middle schools and 23% high schools, or the rough equivalent to the proportion each type of school represents in the U.S. population. The average length of the librarian interview was approximately 25 minutes.

In addition, 20 elementary school principals and 10 elementary school superintendents were interviewed from schools also utilized for the librarian survey. While the interview was different, some of the questions were the same. These answers were compared with the answers collected from the librarian survey to determine consistencies and inconsistencies between their points-of-view, and their overall perceptions about the library, its personnel and services. These comparisons are summarized in the report along with a review of the overall findings. The average length of this interview was approximately 15 minutes.

Both questionnaires are included in Appendix A.

Finally, a small group of library leaders were surveyed about some of the report's findings for the purpose of interpretation. This sample consisted of a dean of a graduate school of library science and several directors of library media services of certain school districts across the country, some of whom represent the leadership of the American Association of School Librarians and the Society of School Librarians International. These interviews lasted approximately 90 minutes.

STUDY OBJECTIVES

The main objectives of this research were to determine the state of public school libraries today at all school levels; to identify major trends; and to gain perspective on the critical issues facing school library media specialists in the coming decade. A secondary objective was to uncover the attitudes and awareness level of elementary school administrators regarding the school library media center and staff. Elementary school libraries were a specific focus in this research since literature reviewed and interviews with key individuals involved in the educational field pointed toward several critical problems that elementary school libraries are facing, which are not believed to have the same impact on middle and secondary schools.

SUMMARY OF FINDINGS

Student Enrollments

In terms of student population, elementary schools were generally the smallest of the three school types polled, while high schools were the largest. Among the elementary schools surveyed, 58% have less than 500 students, while 93% and 75% of the high schools and middle schools, respectively, reported enrollments in excess of 500.

The size of schools also varied by region. Results showed that schools in the Northeast tend to be smaller (less than 300), while schools in the South and West have larger student populations (500+).

Irrespective of size, student population growth rates declined the most over the past five years in high schools (38%) and increased the most in elementary schools (42%). Elementary school principals and superintendents confirmed these enrollment trends.

Enrollments in middle schools were generally flat. However, they are not expected to remain so, as 50% of the middle school librarians polled said they are anticipating increases in the coming five years. One-third of the high school librarians is also expecting enrollments to climb, this is up from 8% who reported increases in the past five years. Still, high schools are forecasting the most status quo situation, as 50% believe enrollments will remain the same and 17% expect declines.

Prognostications made by elementary school librarians, principals and superintendents indicate that enrollment patterns in the coming five years will be similar to those of the past. That is, the majority of enrollments will either increase or remain the same. Only a scant 7% predicted possible declines. Overall, this situation, in which enrollments are expected to either increase or remain the same -- rather than decline -- is believed to be true for all three school types.

Budgets

It appears that budgets have not increased much over the past five years. The study revealed that the average library budget (for all three school types) for the 1989-90 school year was $7,707. This compares to an average library budget of $7,577 for the 1984-85 school year, as was reported in Statistics of Public School Library Media Centers, 1985. Results showed that of the 1989-90 library budget, just over half (56%) of the money budgeted for libraries was spent on books, 20% on audiovisual resources, and 11% on periodicals.

School library budgets for all three school types, but particularly for elementary schools, have been lackluster over the past five years and in many cases have failed to keep pace with inflation. Middle school library budgets performed the best with half (50%) of the librarians reporting budget increases (though the majority said increases were slight) and an additional 42% who claimed budgets had stayed the same. No decreases were reported.

High school library budgets outpaced enrollments as 48% reported per pupil budget increases, while only 8% said enrollments rose. The opposite was true for elementary schools where enrollments appeared to have outpaced the budget. Even though elementary schools reported the most enrollment rises in the recent past, they also reported the least budgetary gains on a per pupil basis. The majority of the elementary librarians (50%) said their per pupil budgets had either stayed the same or decreased which, according to library leaders, translates into overall decreases due to inflation.

In fact, this is the case for many middle and high schools despite the outwardly healthy appearance of their budgets. Actually, all school library budgets seem to be losing ground over time when one considers that about half of each school type did not report any per pupil increases which, in turn, means net declines once inflation is recognized.

Elementary library budget trends followed the trends in school budgets, according to the principals and superintendents surveyed. Many said that when overall school budgets rose (73%) so did library budgets (64%).

Moreover, elementary administrators were more optimistic about the future of the library budget. While they predicted that library budgets would perform more modestly in the coming five years than they have in the past, the majority is still calling for increases. Some 63% are expecting either slight or significant library budget increases and none are forecasting decreases, even in the face of declining school budgets.

Elementary librarians, on the other hand, were much more pessimistic about their budgets as 51% are expecting them to stay the same or decrease on a per pupil basis. This, again, would result in leaner budgets assuming inflation is present.

Despite the fact that middle schools are expecting the most enrollment rises, they have the grimmest budget prospects. Only 16% predicted any per pupil budget increases in the next five years, whereas 83% are expecting budgets to remain the same or decline. High school librarians are the most optimistic about future budget increases; 59% anticipate budgets to increase.

Library leaders attributed the poor performance of elementary school library budgets to accrediting regulations and to school structures. First, almost all of the regional accrediting associations and state accrediting agencies require that high schools house full-time professionally staffed library media centers within their buildings. However, while there are exceptions, most of these agencies do not outline the same stringent guidelines for elementary schools. As a result, elementary library media centers are viewed as support or auxiliary programs which in times of budgetary constraints are often among the first to feel cutbacks. Within the library media center, it is often the library media specialist who is let go as a cost-saving measure. This situation can leave the library vulnerable to further cuts, since there is no advocate on staff to fight for the library's share of the budget.

Another reason why high school libraries fare better than those of elementary schools is the fact that high schools tend to be structured by department with budgets developed accordingly, whereas elementary schools are typically organized by classroom. Since elementary librarians are not assigned a "homeroom," and thus are not responsible for a set group of 30 or 40 children each day, they are often viewed as having a less vital position than teachers.

Compared with other variable school programs such as athletics, music and art, the experts claimed that elementary library budgets often fare the worst. This is because, among other reasons, parents are less personally involved in their childrens' library-related activities than they are in other activities, such as sports.

When the librarians from all school levels were asked about the sources of their budgets, many were unsure or did not know the source of their funding. Library leaders observe that most librarians have little, if any, fiscal involvement. Instead, budget decisions initially are made at the state level and then at the school level by principals.

According to the experts, this lack of control over their own budgets contributes somewhat to the overall lackluster performance of library budgets. They recommended that school librarians become more actively involved in the development of their budgets. They also asserted that library budgets be developed which are highly specific, with expenditure items clearly designated in order to guarantee the currency, accuracy and quality of the collection.

Some of the local educational reform movements were also cited as being potentially harmful to the school library budget. If school decisions are left to local committees composed of non-professionals and professionals, there is a fear that the non-professionals (i.e., parents, politicians, et at.) may not fully recognize the value of school librarians and programs. However, one expert disagreed, saying that some local reform movements could be potentially advantageous for school library media centers provided they afford new opportunities for librarian involvement. As budgetary decisions filter down to local committees, librarians must become more aggressive about both their fiscal role and their partnership with the instructional staff.

All of the experts agreed that it is essential for school librarians to make themselves instructional partners and become more involved in the budget process today, even before reform movements take hold. They suggested that school librarians become active members of their local and/or state professional associations in order to participate in organized lobbying efforts aimed at impacting legislation that affects the status of the school library.

Library Staffing

Overall, library personnel changes have been fairly flat. The majority of those polled reported staffing levels that have remained constant over the past five years. However, the research revealed that more new positions have been added in school libraries (22%) than eliminated (11%).

Adhering to requirements mandated by most of the regional and state accrediting organizations, all of the high schools polled have at least one full-time certified librarian on staff and 42% said they have at least two. Some 92% of the middle schools reported having one full-time professional on staff.

Since the accrediting rules for elementary schools, for the most part, are not as stringent in their requirement for full-time library professionals as they are for high schools, fewer elementary libraries reported having professionals on their staffs (84%). In addition, some with a professional on staff said he/she is shared with other schools in the district and therefore works on a limited part-time basis.

This so-called "absent librarian trend" is a major concern to the experts who said that shared library media specialists are often reduced to performing mostly the necessary but largely clerical tasks. Therefore, their professional capabilities, talents and services often go either underutilized or unused altogether because of a lack of time. Consequently, schools

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that share professionals are more likely not to have strong, well-integrated library media programs in place.

Library staffing levels varied significantly by type of school and tended to be more in line than budgets with enrollment levels. Elementary schools have the smallest staffs along with the smallest enrollments, while high schools have the largest staffs and comparable student populations.

Overall, elementary school library media centers are the least well staffed, having not only the fewest personnel, but also the fewest number of professionals, a fact confirmed by the elementary administrators polled. Elementary libraries utilize the greatest number of volunteers and student aides.

On the other hand, high school media centers have the largest staffs and the highest percentage of professional positions. Likewise, they employ the fewest volunteers. Middle schools, too, tend to utilize more professionals than non-professionals. All of the middle and high schools polled said they had at least two people on staff. This was not true of elementary schools, as 17% reported having only one person working in the library.

Over the past five years, staffing changes at all three school levels generally have mirrored enrollment fluctuations. As enrollments made the most gains at the elementary level, staffing levels climbed accordingly. In fact, elementary school libraries were more likely to have added positions than to have dropped them. However, since elementary library budgets reportedly have not kept pace with inflation, these staffing increases may be attributed to the addition of volunteers and/or part-time professionals who are not being fully utilized because of the sharing phenomenon.

Enrollment patterns also reflected the staffing situation in both high schools and middle schools. High schools -- which, as a group reported decreases in student enrollment patterns more frequently than elementary and middle schools -- also reported declines in their library staffing more frequently than the other two school types. Middle schools remained constant in terms of both enrollments and staffing. Unlike elementary schools, high schools and middle schools have eliminated positions more frequently than they have added them.

The overall flat staffing trend will continue for all three school types over the next five years, according to the research; 85% of elementary, 79% of high school and 50% of middle school librarians are expecting staff sizes to remain the same.

High schools were the most optimistic about staffing levels with 17% saying they will add a non-certified or paraprofessional to their staffs to handle appropriate duties. This will provide the professionals with more time to maximize the range of services and programs they offer.

Some 12% of elementary schools are expecting to increase their library staffs with just over half saying they will add a certified professional. Staffing increases were confirmed by elementary principals and superintendents, though librarians were more optimistic about the addition of the certified library media specialist.

Middle schools, which have the grimmest budget prospects, were also pessimistic about future staffing changes. Despite projected increases in enrollments, 33% of the librarians expect to cut their staffs. Moreover, only 17% expect to increase personnel, most notably with a certified professional.

As far as the librarians being satisfied with their staffing levels, middle schools were the most likely to be content. Elementary and high school librarians appeared to be more dissatisfied than satisfied, as 51% and 54%, respectively, claimed their library media centers were insufficiently staffed.

The experts said that the unhappiness at the elementary level, where libraries have the smallest, least professional staffs, was fairly predictable. However, they did not anticipate the dissatisfaction reported by high school librarians, since they undoubtedly have the largest, most professional staffs. The experts said high school librarians may be expressing a need for additional support personnel, but the research found that a significant number of high school librarians are actually calling for more full-time professionals.

Elementary librarians continued to reaffirm their dissatisfaction over staffing levels. The majority whose staffs had remained the same and an additional 35% whose staffs had increased, still claimed personnel was insufficient. The experts attributed this to several factors, saying that elementary librarians are concerned about the "absent librarian trend," the subsequent underutilization of professionals and the lack of curriculum-integrated library media programs.

Elementary school librarians are apparently frustrated over their part-time status, with nearly one in four expressing dissatisfaction with the lack of a full-time librarian on staff. They also indicated a need for clerical help, as well as administrative assistance for library management (33%). A majority of middle schools (67%) also claimed to need more administrative support, while 31% of the high school librarians want another certified librarian to handle professional tasks.

Utilization of Librarian

The amount and quality of curricular and instructional involvement by the librarian could be directly related to whether or not he/she was a graduate of a master's degree program in library science. Professionals spend the most time on class instruction, and more time on curriculum planning and implementation, materials selection and working with students as a resource. Non-professionals spend the bulk of their time on library management.

The library media specialists said they would like to spend less time on library management and more time working with students and on curricular activities. In fact, the majority of librarians from all school levels said they could be more fully utilized if the faculty involved them more in curriculum development. The study found that even though certified librarians are more involved in curriculum planning than non-professionals, they still have a way to go before becoming full participants in this area. Again, this is indicative of the problem of underutilization of certified professionals. According to library leaders, only professionally trained librarians have the proper education and expertise required to create meaningful library media programs and offer a full range of advanced services and resources to students and faculty alike.

The experts also stressed that certified professionals must be involved in whole language or literature-based classroom programs if the true purpose of literature is to be served, literacy promoted and ultimately if such innovative programs are to succeed.

Curriculum Planning

According to the study, the more involved school library media specialists are in curricular activities with faculty, the more likely it is that they will be recognized as partners of the instructional staff. For example, the research shows that school librarians who were more involved in this area were more likely to be satisfied with their current staffing levels and more likely to expect increases in staffing and budgets in the next five years.

Conversely, if there was no certified librarian on staff, curricular involvement was limited -- as the experts say it should be since non-professionals lack requisite training. Consequently, schools that do not have professional librarians on staff are missing a rich resource that could be used to improve curriculum and instructional design which ultimately would benefit students.

Since elementary schools, as a group, suffer from a lack of full-time professional librarians, young students are not being exposed to strong library media programs. On the other hand, previous studies have demonstrated that strong library media programs directed by qualified professionals can positively influence the development of reading skills, vocabulary, library and study skills, as well as verbal expression, problem-solving ability and overall academic achievement.

To correct this poor educational situation and stop it from continuing, the experts recommend that the accrediting rules governing high school library media centers and personnel be mandated for all middle and elementary schools throughout the country.

Administration Attitudes Toward School Library Media Specialists and Centers

According to the research, there appeared to be some recognition on the part of elementary school principals and superintendents of the importance of strong library media programs and qualified personnel. While they agreed that classroom teachers have greater influence on students than librarians, they rated both equally as high for their impact on students' ability to do research and use the latest technology for research purposes.

Interestingly, the administrators also gave high marks to librarians and library media centers for their respective impact on students in the areas of reading levels, standardized test scores, quality of book reports and overall quality of student education.

Still, research results indicated that despite this acknowledgement by some elementary school principals and superintendents as to the contributions made by strong library media programs and professionals, all are not in agreement. For instance, elementary school administrators said they would be more likely to earmark monies for teachers' needs than for librarians' if they were given budgetary increases. In cases where they would allocate funds for library purposes, the monies would be targeted for the library media center (presumably for materials acquisition), rather than to increase library staff and raise the librarian's salary.

This means that elementary school librarians, many of whom are facing understaffing and underutilization problems caused by time constraints, would be given additional duties without having the requisite support staff. This could exacerbate librarians' time problems and result in their being less able to do a good job of selecting materials that meet curriculum and instructional strategies and needs.

There was a number of other areas where a wide disparity between the views of the elementary administrators and librarians were reported. For example, a majority of the administrators (73%) felt that the library was adequately staffed, while the majority of librarians (57%) said it was understaffed. Also, principals and superintendents believed that librarians at the elementary level have more of a role in curriculum planning than librarians reported they actually have. Furthermore, the vast majority of administrators said that librarians' current level of curriculum involvement was sufficient. The majority (50%) said that librarians should be used by teachers only as a resource for curriculum ideas. Less (40%) felt that the teacher and librarian should work closely to develop and evaluate instructional units, even though this has been recognized as the optimum way for teachers and librarians to work together.

The experts said this pointed to the fact that some principals and superintendents have a low expectation level regarding the role of the school library media specialist. In many cases, these low expectations have been created and reinforced by a number of factors including the administrator's own personal experience -- both as a student and teacher -- with library media programs and professionals; the failure of undergraduate and graduate education programs to properly instruct teachers, principals and superintendents in the area of library and information science; a lack of communication between librarians and administrators; and, most important, a failure on the part of many librarians to effectively promote their role as co-teachers and the full range of their talents, capabilities and services.

To counteract the problem of low expectation levels, the experts recommended that both sides work on an ongoing basis to improve communication. They suggested that administrators take time, through pre-service and in-service programs and evaluation sessions, to fully understand the multifaceted role of today's school library media specialist. For their part, librarians must assume responsibility by promoting their role and the services and resources they provide, and by aggressively insisting on becoming key members of the instructional staff.

However, when principals (15%) claimed librarians should not be involved in curricular activities at all, the experts said that their attitudes were justified if they were responding to library personnel who lack professional credentials.

The School Library Media Center

High school library media centers have the largest book collections (16,000 titles on average), followed by middle schools (11,000 on average). Elementary school libraries have the smallest book collections (7,400 on average), along with the smallest full-time professional staffs and the weakest budgets.

In terms of quality, the majority of librarians at all school levels said they have been able to improve their book collections over the past five years, though improvements at the elementary and high school levels were described as slight, rather than substantial. Consistent with budget fluctuations, middle schools reported having improved their collections the most, whereas high schools reported the least improvements in quality and the fewest number of books added to their collections. In fact, 17% of the high school librarians surveyed said they had been unable to maintain the quality of their collections.

While almost half of the librarians have increased the number of book titles in their collections over the past five years, most increases were in the low range of between 1-5%. Increases in the coming five years for elementary and high school librarians are expected to be in the same range.

The majority of librarians at all school levels do not anticipate any changes in the hours of operation of their library media centers. Those who are expecting changes are generally calling for library hours to increase slightly.

Major Problems Facing Librarians In The 1990s

One of the biggest problems facing librarians at all school levels is that of understaffing. Many said they need additional personnel so that they can spend more time working with teachers and students. Most of these staffing needs could be filled with an assistant trained to handle clerical functions, library management, book processing, cataloguing, etc. A significant percentage (17%) also indicated a strong need for another librarian to assist with more professional duties.

Librarians also identified a need for more books and resource materials to be added to their collections and to replace outdated books with new ones. About half (51%) of the elementary school librarians cited a need for books as one of the biggest problems they face, while 25% and 33% of the middle and high school librarians, respectively, mentioned this.

Time constraints are a problem that affect both elementary (43%) and high school librarians (29%). Middle school librarians were the most likely to cite a need for a larger space and improved library facilities.

Middle and high school librarians were more likely than elementary librarians to express technology needs (i.e., computer and audiovisual needs). Disciplinary problems were a major concern to a significant group of middle and high school librarians, as 17% and 21%, respectively, cited this as one of their three biggest problems.

Some 17% of middle school librarians were concerned about the attitudes people have regarding the importance of the school library in the educational process. They complained that their library was not viewed as being a key component in the total instructional program.

Student needs, which were called a major problem, include "motivating students to read." This was cited by 17% of high school librarians. The experts said that this problem may be related to the fact these high school students were not exposed to strong library media centers and programs at the elementary level. Some said that if students have not developed proper reading skills by the fourth or fifth grade, there is a danger that they will never develop solid, lifelong relationships with books and information. This situation, according to library leaders, provides significant fuel to the literacy problem that the U.S. is currently experiencing.

DETAILED FINDINGS

STUDENT ENROLLMENT

CURRENT STUDENT ENROLLMENT

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

Overall, the size of schools varies by region and by school type (i.e., elementary, middle and high schools). Results show that schools in the Northeast tend to be smaller, while schools in the South and the West tend to be larger. In the Northeast, 50% of the schools surveyed have less than 300 students. Of the schools polled in the South and West, 11% and 22%, respectively, have less than 300 students. On the other hand, as is illustrated in Table 1, 60% of the Western schools and 59% of the Southern schools have 500 or more students.

TABLE 1

ENROLLMENT PER REGION

	REGION							
NUMBER OF STUDENTS	NORTH-EAST		SOUTH		NORTH CENTRAL		WEST	
UNDER 300 STUDENTS	50%		11%		9%		22%	
300-499 STUDENTS	7		30		41		19	
500-699 STUDENTS	36		32		24		19	
700-1000 STUDENTS	--	43%	16	59%	12	51%	22	60%
OVER 1000 STUDENTS	7		11		15		19	

In terms of the size of the student population, elementary schools tend to be significantly smaller than middle and high schools, while high schools tend to have the largest student populations. Among the elementary schools surveyed, 58% have less than 500 students, compared to only 7% of high schools surveyed. The majority of middle and high schools polled, 75% and 93% respectively, have enrollments in excess of 500. Table 2 illustrates this size difference by type of school.

TABLE 2

ENROLLMENT BY TYPE OF SCHOOL

NUMBER OF STUDENTS	ELEMENTARY		MIDDLE/JH		HIGH SCHOOL	
UNDER 300 STUDENTS	22%		8%		--	
300-499 STUDENTS	36	58%	17		7	
500-699 STUDENTS	25		17		38	
700-1000 STUDENTS	13		33	75%	13	93%
OVER 1000 STUDENTS	4		25		42	

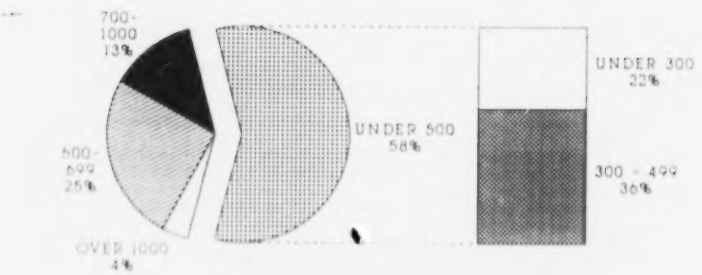
FINDINGS AMONG ELEMENTARY SCHOOL LIBRARIANS

Diagram 1 is a graph of the elementary enrollment levels reported in the previous table (Table 2). As the diagram illustrates, the majority (58%) of elementary schools have less than 500 students, while only 4% have over 1000 students.

These data are supported by the elementary school principals interviewed. Among the matched sample, the principals and superintendents reported similar enrollment levels to those reported by librarians.

DIAGRAM 1

ELEMENTARY STUDENT ENROLLMENT



The size of elementary schools varies significantly by region. Elementary schools in the Northeast tend to be very small, while those in the West are generally the largest. Schools in the South also tend to be somewhat larger, as 51% have 500 or more students.

TABLE 3

ENROLLMENT PER REGION
FOR ELEMENTARY SCHOOLS

	REGION				
NUMBER OF STUDENTS	NORTH-EAST	SOUTH	NORTH CENTRAL	WEST	
UNDER 300 STUDENTS	60%	15%	16%	20%	
300-499 STUDENTS	10	33	68	20	
500-699 STUDENTS	30	33	11	25	
700-1000 STUDENTS	--	11	5	30	60%
OVER 1000 STUDENTS	--	7	--	5	
		51%			

CHANGES IN STUDENT ENROLLMENT (PAST FIVE YEARS)

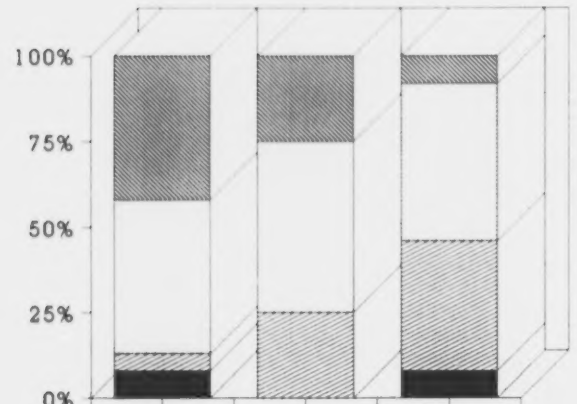
FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

Student enrollment in high schools has declined significantly over the past five years. While a large percentage of high schools have experienced declines in school enrollment, many elementary school librarians reported increases. Elementary enrollments were the fastest growing of all three school types.

Middle schools showed no specific growth trends, as the same percentage reported increases as reported decreases (i.e., 25%).

DIAGRAM 2

CHANGES IN STUDENT ENROLLMENT
OVER THE PAST 5 YEARS
BY TYPE OF SCHOOL



	ELEM.	MIDDLE/JH	H. S.
INCREASED	42%	25%	8%
CONSTANT	45%	50%	46%
DECREASED	5%	25%	38%
DON'T KNOW	8%	0%	8%

DON'T KNOW DECREASED
CONSTANT INCREASED

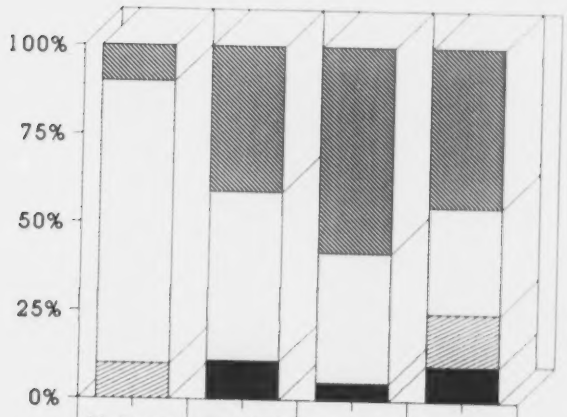
FINDINGS AMONG ELEMENTARY SCHOOL LIBRARIANS/BY REGION

Over the past five years, elementary student enrollment has remained fairly constant in the Northeast, where schools are generally smaller. In the other areas of the country, elementary schools have shown significant increases in enrollments over the past five years. Specifically in the North Central states where school enrollments typically hover at just less than 500, (i.e., 300 - 499 students), the majority (58%) reported increased enrollments. No decreases were reported here or in the Southern states.

It appears that the larger elementary schools may be getting even larger, as schools in the West and the South, where most schools already have enrollments in excess of 500, report increases in 45% and 41% of the schools, respectively.

DIAGRAM 3

CHANGES IN ELEMENTARY ENROLLMENT
OVER THE PAST 5 YEARS
BY REGION



	N. EAST	SOUTH	N. CENT.	WEST
INCREASED	10%	41%	58%	45%
CONSTANT	80%	48%	37%	30%
DECREASED	10%	0%	0%	15%
DON'T KNOW	0%	11%	5%	10%

DON'T KNOW
CONSTANT
DECREASED
INCREASED

FINDINGS AMONG ELEMENTARY SCHOOL LIBRARIANS/BY SCHOOL SIZE

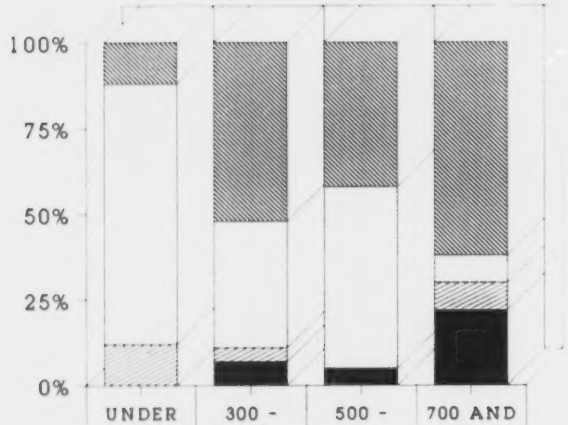
Changes in student enrollment vary significantly by the size of elementary schools. Diagram 4 confirms some of the trends discussed on the preceding page. Large schools (over 700) are increasing in enrollments, while enrollments in small elementary schools (under 300) are remaining fairly constant. Those between 300-499 also experienced significant growth. Many of these are located in the North Central region of the country.

For the most part, elementary school librarians seem to be in agreement with principals and superintendents about enrollment trends.

(It is important to note that some of the enrollment changes experienced over the past five years may be due not only to population shifts, but also to school consolidations and closings.)

DIAGRAM 4

CHANGES IN ELEMENTARY ENROLLMENT
OVER THE PAST 5 YEARS
BY SIZE OF SCHOOL



	UNDER 300	300 - 499	500 - 699	700 AND OVER
INCREASED	12%	52%	42%	62%
CONSTANT	76%	37%	53%	8%
DECREASED	12%	4%	0%	8%
DON'T KNOW	0%	7%	5%	22%

DON'T KNOW
DECREASED
CONSTANT
INCREASED

EXPECTED CHANGES IN STUDENT ENROLLMENT (NEXT FIVE YEARS)

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

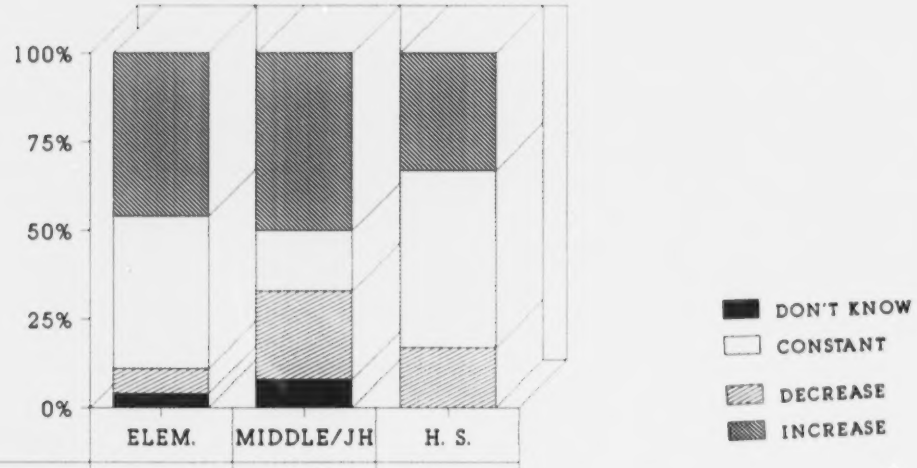
In the next five years, middle schools are expecting the most changes, particularly increases, in student enrollment levels. Only 17% of middle schools expect enrollments to remain constant over the next five years, half anticipate an increase, and one-fourth expect a decrease in student enrollment -- the same percentage that reported decreases over the past five years.

High schools are expecting the smallest number of increases, as only a third expect any increases in enrollments. Still, this represents a turnaround in enrollments for high schools, since only 8% reported increases over the past five years.

While a higher percentage of middle and high schools are anticipating increases in student enrollments over the next five years (compared to the percentage of middle and high schools that actually experienced increases over the past five years), elementary schools are anticipating almost identical enrollment patterns as experienced over the past five years. That is, they expect enrollments, for the most part, to continue to rise, as 46% anticipate increases and only 7% expect decreases.

DIAGRAM 5

EXPECTED ENROLLMENT CHANGES
IN THE NEXT 5 YEARS
BY TYPE OF SCHOOL



	ELEM.	MIDDLE/JH	H. S.
INCREASE	46%	50%	33%
CONSTANT	43%	17%	50%
DECREASE	7%	25%	17%
DON'T KNOW	4%	8%	0%

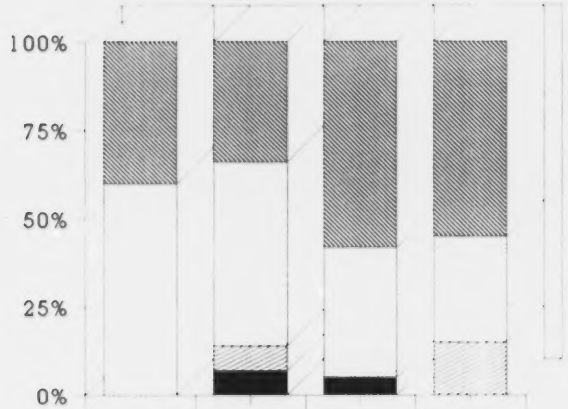
FINDINGS AMONG ELEMENTARY SCHOOL LIBRARIANS/BY REGION

Expected enrollment patterns for elementary schools in the North Central region are identical to those reported for the past five years. Similar trends are also expected to continue in the South and the West.

On the other hand, enrollment patterns in the Northeast are expected to shift somewhat. Over the past five years, student enrollment in the Northeast has remained constant overall. However, this trend is not expected to continue, as 40% of elementary school librarians in the Northeast anticipate a rise in enrollments. None of these librarians anticipate decreases among Northeastern elementary schools.

DIAGRAM 6

ELEMENTARY ENROLLMENT CHANGES
EXPECTED IN THE NEXT 5 YEARS
BY REGION



	N. EAST	SOUTH	N. CENT.	WEST
INCREASE	40%	34%	58%	55%
CONSTANT	60%	52%	37%	30%
DECREASE	0%	7%	0%	15%
DON'T KNOW	0%	7%	5%	0%

DON'T KNOW
DECREASE
CONSTANT
INCREASE

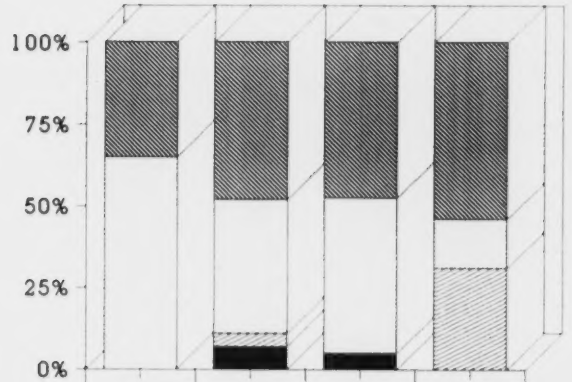
FINDINGS AMONG ELEMENTARY SCHOOL LIBRARIANS/BY SCHOOL SIZE

According to school librarians, elementary school enrollments in many (35%) of the smaller schools (under 300 students), which are located primarily in the Northeast, will experience more of a rise than they have over the past five years. Librarians from these smaller schools project no decreases in enrollments.

Although the majority (54%) of the larger elementary schools (with 700+ students) expect increases in enrollment levels over the next five years, enrollments in nearly a third of these schools are expected to decline.

DIAGRAM 7

ELEMENTARY ENROLLMENT CHANGES
EXPECTED IN THE NEXT 5 YEARS
BY SIZE OF SCHOOL



	UNDER 300	300 - 499	500 - 699	700 AND OVER
INCREASE	35%	48%	47%	54%
CONSTANT	65%	41%	47%	15%
DECREASE	0%	4%	0%	31%
DON'T KNOW	0%	7%	5%	0%

DON'T KNOW
DECREASE
CONSTANT
INCREASE

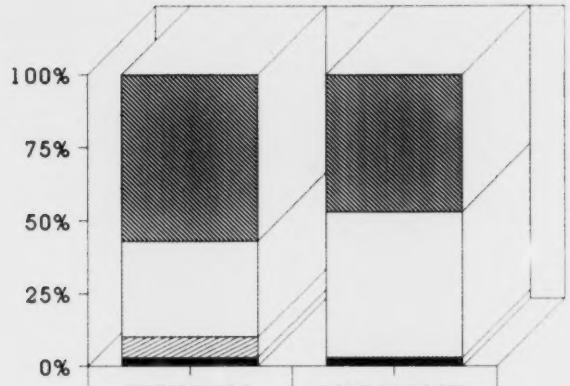
FINDINGS AMONG ELEMENTARY PRINCIPALS/SUPERINTENDENTS MATCHED SAMPLE

As is shown in Diagram 8, elementary school librarians may have underestimated past and future rises in enrollments, as principals and superintendents reported higher enrollment increases (past and future). Librarians reported more stability in enrollments for the past and future expectations, as 53% claimed that enrollments remained constant over the past five years, and 50% expected enrollments to remain constant over the next five years (see Diagram 8).

If librarians have underestimated past and future enrollment increases, it could have even greater implications with regard to changes in budgets, staffing, etc. This would mean that budgets and staffing levels may not have kept pace with enrollments even more so than has been reported in these study findings.

DIAGRAM 8

EXPECTED ENROLLMENT CHANGES
IN ELEMENTARY SCHOOLS
(ELEMENTARY MATCHED SAMPLE)



	PRINCIPAL SUPT.	LIBRARIANS
INCREASE	57%	47%
CONSTANT	33%	50%
DECREASE	7%	0%
DON'T KNOW	3%	3%

DON'T KNOW
DECREASE
CONSTANT
INCREASE

SCHOOL LIBRARY BUDGETS

CURRENT BUDGETS

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

Overall, library budgets varied by school type. According to the schools surveyed, the average library budget for the 1989-90 school year for elementary schools was $5,500; for middle schools $8,400; and, for high schools $13,700.

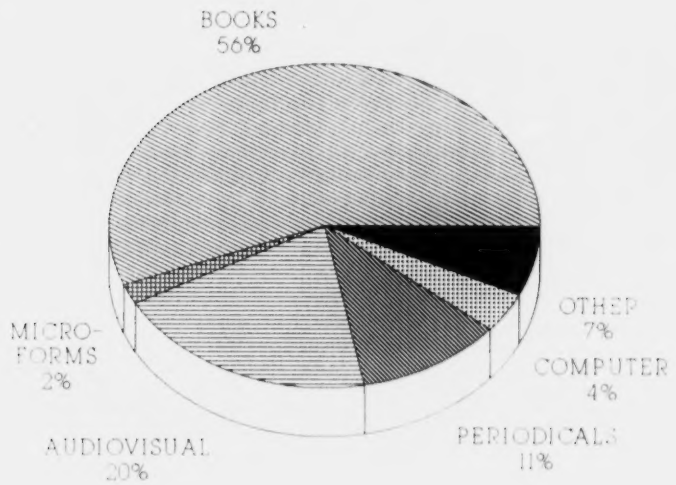
From this, it appears that library budgets have not changed significantly over the past five years. In the 1984-85 school year, the average library budget for elementary schools was $5,564; for middle schools $8,323; and for high schools $13,340, according to data reported in Statistics of Public School Library Media Centers, 1985, Foundations of Information Power.

Overall, the average library budget for the 1989-90 school year was $7,707. This compares to an average library budget of $7,577 in 1985, according to figures in Statistics of Public School Library Media Centers, 1985.

On average, over half (56%) of the money budgeted for libraries in the 1989-90 school year was spent on books, 20% on audiovisual resources, and 11% on periodicals. The following diagram (Diagram 9) illustrates this breakdown.

DIAGRAM 9

1989-90 LIBRARY BUDGET BREAKDOWN



BUDGET CHANGES OVER THE PAST FIVE YEARS

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

Even though elementary schools reported the most increases in enrollments over the past five years, they reported the least increases in school library budgets (on a per pupil basis). Half of the elementary school librarians polled said their budgets had either stayed the same or decreased.

On the other hand, middle and high schools reported more per pupil increases in the library budget and less enrollment increases than the elementary schools. High schools reported the most enrollment declines (38% reported declines over the past five years, while only 8% reported any rise in enrollments). While enrollments declined, library budgets increased on a per pupil basis; 48% of the high schools reported increases. It appears that the enrollment declines experienced by high schools may have enabled high school library budgets to keep pace more so than elementary schools'.

Similarly, half of the middle schools surveyed reported per pupil increases in the library budget, while enrollments overall remained fairly constant (25% reported enrollment increases, while 25% reported decreases).

TABLE 4

LIBRARY BUDGET CHANGES OVER PAST 5 YEARS
(ON A PER PUPIL BASIS)

LIBRARY BUDGET HAS...	ELEM	MIDDLE/JH	H.S.
INCREASED SIGNIFICANTLY	9%	17%	4%
INCREASED SLIGHTLY	32	33	42
REMAINED THE SAME	30	42	33
DECREASED SLIGHTLY	12	--	4
DECREASED SIGNIFICANTLY	8	--	17
DON'T KNOW	9	8	--

Observation: When it comes to the school library budget, elementary schools appear to perform the worst of the three school types surveyed. Given the fact that half of the elementary librarians surveyed said their budgets had either stayed the same or decreased, the experts agreed that librarians' purchasing power has been reduced considerably, since their budgets have not kept pace with inflation.

Furthermore, although middle and high schools appear to be somewhat better off than elementary schools in terms of their library media center budgets, all seem to be losing ground over time. According to the research, about half of each school type did not report any per pupil increases, resulting in a net decline in budget expenditures due to inflation.

FINDINGS AMONG ELEMENTARY PRINCIPALS/SUPERINTENDENTS MATCHED SAMPLE

Principals and superintendents were asked to compare changes in the overall school budget to those in the library budget. According to Table 5, the changes in both budgets have been similar. Over the past five years, 73% of the principals and superintendents said the overall school budget had increased and 64% said the library budget rose as well.

Budget changes expected by administrators for the next five years are similar to those experienced over the past five years, although projected increases will not be as great as those experienced over the past five years. For example, 37% of those polled said library budgets rose significantly over the past five years, while only 20% expect significant increases in the coming five years.

Most of the principals and superintendents polled expect library budgets to perform more modestly than they have, with 80% calling for either slight increases or status quo situations. This compares with 54% of the principals and superintendents who claim library budgets had increased slightly or remained the same (on a per pupil basis) over the past five years.

TABLE 5

SCHOOL AND LIBRARY BUDGETS

OVER THE PAST 5 YEARS, THE BUDGET (ON A PER PUPIL BASIS) HAS...	PRINCIPAL/SUPERINTENDENTS	
	SCHOOL BUDGET	LIBRARY BUDGET
INCREASED SIGNIFICANTLY	30%	37%
INCREASED SLIGHTLY	43	27
REMAINED THE SAME	13	27
DECREASED SLIGHTLY	10	--
DECREASED SIGNIFICANTLY	--	7
DON'T KNOW	4	3

EXPECTED BUDGET CHANGES OVER NEXT FIVE YEARS

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

Expectations about the future of school budgets varied significantly by the type of school. When asked to predict how the school library budget will fare on a per pupil basis over the next five years, high school librarians were the most optimistic about future increases, as 59% expect the budget to increase. High schools showed the largest declines in enrollment over the past five years and also expect the smallest increases in student enrollment over the next five years.

As Table 6 reveals, middle school librarians were the most pessimistic about the future of their budgets; only 16% predicted any per pupil increases over the next five years.

TABLE 6

LIBRARY BUDGET CHANGES EXPECTED
OVER NEXT 5 YEARS

OVER THE NEXT 5 YEARS, ON A PER PUPIL BASIS, THE BUDGET IS EXPECTED TO...	ELEM	MIDDLE/JH	H.S.
INCREASE SIGNIFICANTLY	5%	8%	13%
INCREASE SLIGHTLY	36	8	46
REMAIN THE SAME	46	58	29
DECREASE SLIGHTLY	4	17	13
DECREASE SIGNIFICANTLY	1	8	--
DON'T KNOW	8	--	--

FINDINGS AMONG ELEMENTARY SCHOOL LIBRARIANS

The future of elementary library budgets is not particularly favorable, as 51% expect budgets to stay the same or decrease on a per pupil basis. This would result in lower budgets once inflation is recognized.

DIAGRAM 10

ANTICIPATED BUDGET CHANGES FOR ELEMENTARY LIBRARIES OVER NEXT 5 YEARS

Observation: The experts attributed the poor performance of the elementary library media center budget to accrediting rules and to ways in which the various schools are structured.

They said that one of the reasons high school library media centers fare the best is because almost all of the five regional accrediting associations and state accrediting agencies require that a full-time, professionally staffed school library media center be housed within each building. On the other hand, these regional and state accrediting agencies do not make the same stringent rules for elementary schools.

The accrediting rules, as they exist today, may be due in part to the history of school libraries and the fact that while they first appeared in high schools, it took some time before they became institutionalized at the elementary level.

Since libraries are not required at the elementary school level, elementary school librarians are viewed as auxiliary or support staff. Consequently, in times of declining enrollments and budget constraints the library is often among the first areas to feel cutbacks. And, within the library, said the experts, it is often the librarian who is let go as a cost-savings measure. When this happens, elementary library media centers may be put in further jeopardy because if there is no professional on staff, there will probably not be an advocate available to fight for the library and its share of the budget.

In addition, some experts claimed that the ways in which schools are structured influence the status of the library budget. For example, high schools tend to be departmentalized and budgets are developed accordingly. Elementary schools, on the other hand, are structured according to classrooms. And, even though elementary school librarians teach every student in every class in the school, their role, too often, is viewed as not being as important as the teachers' because they are not responsible for a set group of 20 or 40 children on a daily basis.

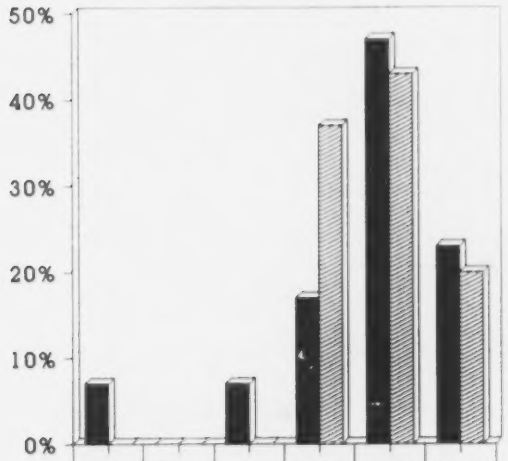
FINDINGS AMONG ELEMENTARY PRINCIPALS/SUPERINTENDENTS MATCHED SAMPLE

Elementary principals and superintendents anticipate that over the next five years, the elementary school library budget will usually be increased when actual increases are experienced in the school budgets. However, principals and superintendents do not anticipate any actual decrease in the library budgets (per pupil), even when cuts are made in the school budgets.

Although this is a somewhat favorable finding, elementary school library budgets may remain fairly inadequate since a significant number (37%) of principals and superintendents claim that the library budget will stay about the same on a per pupil basis over the next five years, which will actually result in a net decline (assuming inflation will be present).

DIAGRAM 11

ANTICIPATED CHANGES EXPECTED
IN SCHOOL AND LIBRARY BUDGETS
OVER THE NEXT 5 YEARS



	DON'T KNOW	DEC. SIGN.	DEC. SLIG.	SAME	INCR. SLIG	INCR. SIGN.
SCHOOL BUDGET	7%	0%	7%	17%	47%	23%
LIBRARY BUDGET	0%	0%	0%	37%	43%	20%

Observation: Since elementary school libraries are considered to be support programs, the experts said they are often viewed as not having as much importance as teacher/classroom-related activities.

The experts said that, in addition, elementary libraries are often viewed as having less importance than other variable programs. In fact, they said that compared with budgets for programs such as athletics, music and art, the library budget is generally the weakest.

All confirmed that the elementary library budget fares very poorly compared to the athletics budget. Also, depending on the school district, the library budget will almost always fare worse than music and art program budgets.

Some experts attributed this to the fact that parents are more personally involved in programs such as sports and music and less so in programs developed by school library media specialists.

In addition, several of the experts claimed that the librarians themselves are partly to blame for this situation because they have not effectively promoted themselves and their capabilities to teachers and administrators. As a result, they have failed to make themselves an indispensable component of the instructional program and an integral part of the learning process.

BUDGET SOURCES

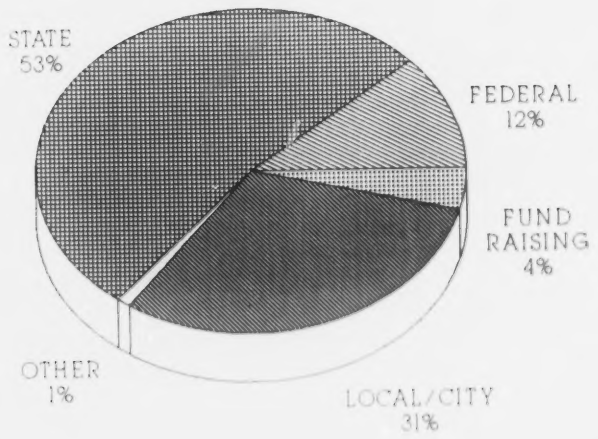
FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

Many librarians were unsure about the sources of their library media budgets. On average, those who responded claimed that the majority (53%) of the funds came from the state, 31% from local taxes, and only 12% from federal sources. The following diagram (Diagram 12) reviews the budget sources and the average percentage of funds contributed by each source, according to the librarians surveyed.

The librarians did not anticipate that the sources of funding and the percentage of funding allocated by each would change much over the next five years. The biggest concern expressed about funding sources dealt with future cuts in Chapter 2 assistance, or federal monies received via the Education Consolidation and Improvement Act.

DIAGRAM 12

BUDGET SOURCES



Observation: The library leaders acknowledged that school library media specialists at all levels have little, if any, fiscal involvement. They attributed this lack of participation in the budget process to the fact that such decisions are made at the state level. Moreover, once the monies, which have been earmarked at the state level, arrive at the school level, they are subject to the discretion of the school principal, again, leaving the librarians, for the most part, out of the process.

According to the experts, this lack of control over their own budgets contributes somewhat to the overall lackluster performance of library budgets.

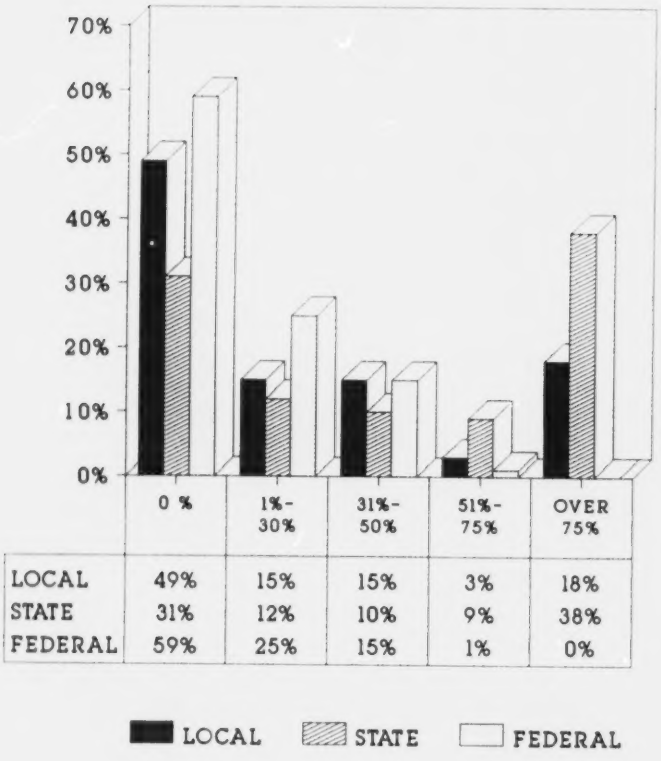
Some cited a danger if library materials are not specifically defined within the budget. For example, if library materials have been earmarked in the budget but are interpreted in broad, non-specific terms, a significant portion of the monies might be used to purchase nonprint materials such as computer hardware equipment.

This could potentially threaten the currency, accuracy and quality of the print collection. To prevent this from happening, several of the experts said that it is imperative to develop library budgets which outline each item clearly, distinguishing properly between the acquisition of print versus nonprint materials.

This table breaks down the percentage of funds that come from each source, according to the school librarians. For example, 59% of the librarians claim that none (i.e., 0%) of their funds come from federal monies, 25% said that between 1-30% of their budget is from federal sources; 15% of the librarians said that 31-50% of their dollars are the result of federal programs, and so forth.

DIAGRAM 13

SOURCE OF FUNDS
TAX SOURCES

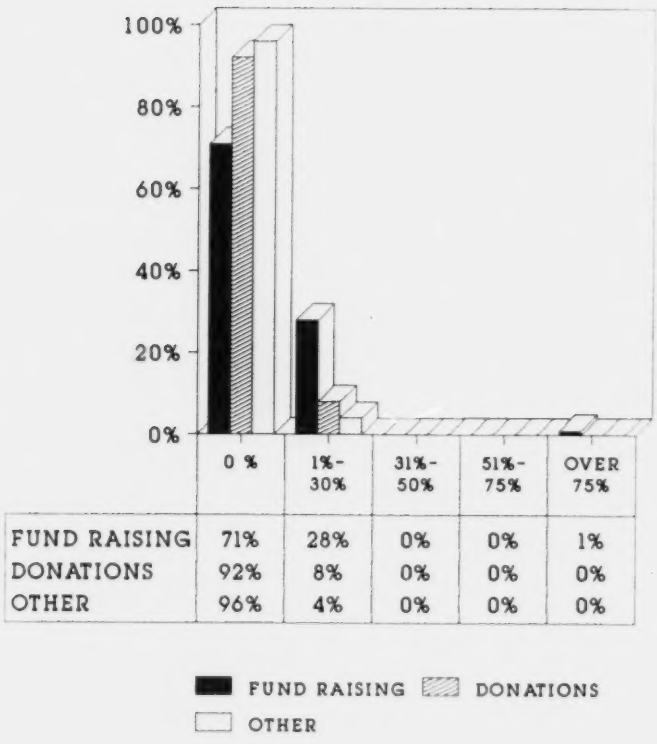


	0 %	1%-30%	31%-50%	51%-75%	OVER 75%
LOCAL	49%	15%	15%	3%	18%
STATE	31%	12%	10%	9%	38%
FEDERAL	59%	25%	15%	1%	0%

Fundraising and donations augment library budgets somewhat as is illustrated in Diagram 14. According to the librarians surveyed, between 1-30% of the library budget is derived from fundraising activities in 28% of the libraries surveyed, and approximately the same percentage comes from donations in 8% of the libraries polled.

DIAGRAM 14

SOURCE OF FUNDS
OTHER INCOME SOURCES



	0 %	1%-30%	31%-50%	51%-75%	OVER 75%
FUND RAISING	71%	28%	0%	0%	1%
DONATIONS	92%	8%	0%	0%	0%
OTHER	96%	4%	0%	0%	0%

Observation: All of the experts agreed that the lack of fiscal involvement on the part of the library media specialist leaves the library budget even more vulnerable to competition from other programs such as athletics, music and art.

According to one expert, libraries could be exposed further to possible budget cuts if some of the grassroots educational reform movements gain substantial momentum in the coming years. This expert identified as being potentially harmful to school libraries the movement which advocates that all school decisions be made at the local level by committees composed of a mix of parents, politicians, teachers, administrators, etc. The danger here is that decision-making power is being handed over to some non-professionals who may consider the school library -- particularly at the elementary level -- less important than other variable programs such as sports. If this happens, there is a real danger that libraries will not receive adequate financial support.

The same expert who expressed concern over this trend said that protection for school libraries then would ultimately depend upon the regional accrediting associations acting as watchdogs.

On the other hand, another expert cited some of the local reform movements as being potentially advantageous for school library media centers. However, this expert cautioned that as budgetary decisions filter down to local committees, librarians must become more aggressive about their role as co-teachers and have far more fiscal involvement than they have had in the past. That is, in order for librarians to receive a sufficient share of the budget, it is up to them to make themselves indispensable by working with the teachers on curricular activities to develop effective, integrated library media programs.

All of the experts agreed that it is essential for school librarians to make themselves integral partners of the instructional staff and to become more involved in the budget process today, even before reform movements take hold. However, several cited the ways in which librarians are trained as contributing to their failure to do so. They said that until now, most graduate library science programs have not taught school librarians that fiscal involvement is part of their function. As a result, many librarians don't know where their budgets come from or how they are derived.

LIBRARY STAFFING

CURRENT STAFFING

FINDINGS AMONG LIBRARIANS AT ALL SCHOOL LEVELS

As expected, due to the requirements outlined by most of the regional and state accrediting agencies, all of the high schools polled have at least one full-time certified librarian on staff. Since accrediting rules are not as stringent for elementary schools, there were less (84%) who reported having a certified professional on staff. Moreover, those 84% include some schools that have a library media specialist who works only part-time in the library, often traveling from one elementary school to another. This is a trend which has been recognized by national library associations. Rather than having a full-time professional librarian on staff per building, a single librarian may be responsible for the library media centers at several elementary schools within the district.

Among those involved in the "absent librarian trend," many of these part-time librarians are certified professionals. Yet, the schools may not be able to take full advantage of their expertise since many of these librarians are allowed to spend only a limited number of hours or one to two days per week at each library. Many of these librarians would like to get more involved in curriculum planning and to work more directly with students, yet are unable to do so because of a lack of time.

On the other hand, all of the high schools polled said they have at least one certified library media specialists working in the library. In addition, 42% said they have more than one professional on staff. Among elementary schools, only 1% have more than one professional media specialist on staff and 16% have no professional personnel.

TABLE 7

OF CERTIFIED LIBRARIANS ON STAFF
BY TYPE OF SCHOOL

# OF CERTIFIED LIBRARIANS ON STAFF:	ELEMENTARY	MIDDLE/JH	HIGH SCHOOL
NONE	16%	8%	--
ONE	83	92	58%
TWO	1	--	34
THREE	--	--	8
AVERAGE	0.9	0.9	1.5

Observation: According to several experts, the "absent librarian trend" at the elementary school level began to gain momentum in the 1980s when the Education Consolidation and Improvement Act took effect and federal funds for elementary library programs were curtailed considerably.

The experts all agreed that if there is only a part-time professional librarian on staff, then that librarian can perform only the most basic tasks which usually translate into perfunctory, clerical duties. This leaves many professional elementary library media specialists grossly underutilized and unable to develop meaningful library media programs.

Thus, in schools where there is only a part-time professional on staff, there will probably not be an integrated library media program in place, owing to the problem of time constraints.

One expert recommended that professionals not accept positions in districts where librarian sharing between schools occurs. Since the duties in these schools are mainly clerical, the expert argued that non-professional personnel should be utilized instead of trained professionals who will, in effect, be wasting their time and considerable expertise.

Library staffing levels varied significantly by the type of school and seem to mirror enrollment levels to some degree. Elementary schools have the smallest size staffs along with the lowest level of enrollments, while high schools have the largest library staffs and comparable student enrollment levels.

Overall, the elementary school library media centers are the least well staffed, having not only the fewest number on staff, but also the fewest professionals. On average, there are about eight people working in the elementary libraries or assisting the librarian in some way. However, this assistance tends to be volunteer assistance on a very limited part-time basis. This compares with an average of about 10 people for middle school libraries and 11 for high schools, both of which have more professional and paid assistants on staff.

The vast majority of the elementary library staffs are student aides and volunteer staff, while usually only one or two are paid staff members. Almost all of the elementary school libraries have only one librarian, who often works only on a part-time basis, and the majority of these elementary libraries (61%) do not have any other paid assistants to assist the librarian.

In 17% of the elementary schools surveyed, there was only one person managing the entire library without any assistance, paid or volunteer. In fact, nearly half (46%) of the elementary school libraries surveyed had only 1-3 members on their staff, which includes any part-time volunteer assistants or student aides.

On the other hand, middle schools tend to have larger staffs (10.3 on average) with more paid library assistants than elementary schools. Middle school libraries also tend to rely heavily on student aides.

High schools tend to have the largest staffs and the most professionals. All high schools have at least one certified librarian, while 42% have more than one. In addition, over half of these schools (54%) have paid library assistants; one quarter of the high schools surveyed have more than one paid library assistant. In addition to this staff, high school libraries also have a large number of student aides, as 67% of high schools have two or more.

Tables 8 and 9 illustrate these findings.

TABLE 8

NUMBER OF STAFF IN SPECIFIC POSITIONS

# OF STAFF AT EACH POSITION	ELEMENTARY	MIDDLE	SCHOOL
# OF CERTIFIED LIBRARIANS:			
0	16%	8%	--
1	83	92	58%
2+	1	--	42
# OF NON-CERTIFIED LIBRARIANS:			
0	79%	83%	83%
1	20	17	17
2+	1	--	--
# OF PAID LIBRARY ASSISTANTS:			
0	61%	25%	46%
1	36	67	29
2+	4	8	25
# OF VOLUNTEER STAFF:			
0	51%	83%	75%
1	17	17	13
2+	32	--	12
# OF STUDENT AIDES:			
0	61%	25%	33%
1	4	8	--
2+	35	67	67
# OF OTHER ASSISTANTS:			
0	95%	100%	92%
1	5	--	8
2+	--	--	--

All of the middle and high school librarians polled said they had at least two people on staff. This is not true of elementary schools, as 17% of those surveyed said there was only one person working in the library.

The fact that high school libraries are the best staffed is supported by Table 9 which reports that 50% of the high school and 42% of the middle school librarians polled claimed to have a staff in excess of 10 people.

TABLE 9

OVERALL SIZE OF STAFF
(BY SCHOOL TYPE)

TOTAL # OF STAFF	ELEM	MIDDLE/JH	H.S.
1	17%	--	--
2	18	25%	12%
3	11	8	13
4 - 5	16	--	4
6 - 9	20	25	21
10+	18	42	50
AVERAGE	7.9	10.3	11.3

(NOTE: The average number of elementary school staff includes both full-time and part-time personnel and paid or volunteer assistance, including student aides.)

FINDINGS AMONG ELEMENTARY SCHOOL LIBRARIANS

As reported previously in the study, on average, elementary library media centers have eight people on staff, including part-time staff, volunteer help, and student aides. However, those elementary librarians involved in curriculum planning (whether they work closely with the teacher or are used as a resource) have more staff than those who are not involved in curriculum planning. The biggest difference in staffing at the elementary level is in the number of student aides.

TABLE 10

AVERAGE SIZE OF ELEMENTARY LIBRARY STAFFS
FOR EACH POSITION
BY THE LEVEL OF LIBRARIAN/TEACHER INTERACTION

	LEVEL OF INTERACTION		
STAFF:	WORKS VERY CLOSELY	USED AS A RESOURCE	IS NOT INVOLVED
CERTIFIED LIBRARIANS	1.0	0.9	0.7
NON-CERTIFIED LIBRARIANS	0.1	0.2	0.3
PAID LIBRARY ASSISTANTS	0.7	0.4	0.4
VOLUNTEER STAFF	2.2	1.8	2.2
STUDENT AIDES	4.6	6.5	1.7
OTHER ASSISTANTS	0.2	0.0	0.0
TOTAL # OF STAFF	8.7	9.8	5.4

FINDINGS AMONG ELEMENTARY PRINCIPALS/SUPERINTENDENTS MATCHED SAMPLE

Table 11 summarizes the average number of library staff in each position, as reported by the principals, superintendents, and librarians interviewed from the 30 elementary schools. It should be noted that among the total sample of elementary librarians, the average elementary school has about eight people on staff, whereas the elementary schools in the smaller matched sample had 10 on average, as is shown in the table below (Table 11).

As this table illustrates, the bulk of elementary school library staff is non-professional -- on average, about nine of the 10 staff members are volunteers and student aides, who typically work a very limited number of hours.

As one might expect, principals and superintendents were fairly knowledgeable about the permanent library staff positions. However, they were almost totally unaware of the assistance librarians receive from student aides. Not only were they unaware of the number of student aides, but also many didn't even know whether or not they had any student aides.

TABLE 11

CURRENT SIZE OF LIBRARY STAFF
(AVERAGE # OF STAFF)

	ELEMENTARY SCHOOL MATCHED SAMPLE	
	PRINCIPAL/SUPT.	LIBRARIANS
CERTIFIED LIBRARIANS	.8	.8
NON-CERTIFIED LIBRARIANS	.2	.3
PAID LIBRARY ASSISTANTS	.4	.2
VOLUNTEER STAFF	2.8	2.9
STUDENT AIDES	.8	5.7
TOTAL # OF STAFF	4.8	10.0

CHANGES IN LIBRARY STAFFING (PAST FIVE YEARS)

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

The changes in staffing levels over the past five years varied significantly by the type of school, and appear to be fairly consistent with the enrollment changes noted earlier in the study.

As enrollments made the most gains at the elementary school level, staffing levels were similarly affected.

Enrollment patterns also reflected the staffing situation in both high schools and middle schools. High schools which, as a group reported the most declines in enrollments (38% reported declines), also claimed the most loss of staff (29% reported staffing decreases).

Middle schools, for the most part, remained constant in terms of both enrollments and staffing.

As far as elementary schools go, staffing levels appear -- at first glance -- to be in better shape than overall library budgets. Consider that while elementary schools experienced the most enrollment and staffing increases, their budgets performed the worst of the three school types polled. In fact, over the past five years, 50% of the elementary school librarians surveyed said their budgets had either stayed the same or decreased on a per pupil basis. When inflation is factored in, this becomes 50% whose budgets have actually decreased since their purchasing power has been reduced considerably.

If budgets have weakened, how then have elementary school libraries been able to add staff? The answer may best be explained by the type of staff added. According to Table 8 (page 47), elementary schools have frequently filled positions with non-professionals such as volunteers and student aides.

TABLE 12

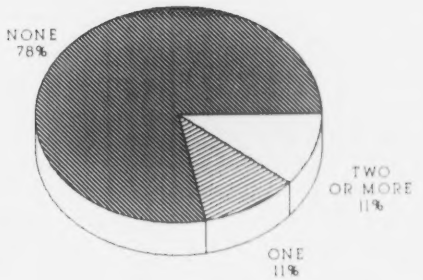
CHANGES IN LIBRARY MEDIA CENTER STAFFING LEVELS
OVER THE PAST 5 YEARS

STAFFING LEVELS HAVE...	ELEMENTARY	MIDDLE	HIGH SCHOOL
INCREASED	26%	17%	8%
STAYED THE SAME	63	66	63
DECREASED	7	17	29
DON'T KNOW	4	--	--

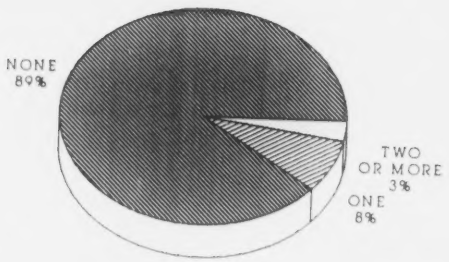
In the majority of school libraries, staffing levels have remained the same over the past five years. However, more new positions have been added (22%) than dropped (11%).

DIAGRAM 15

NUMBER OF POSITIONS
ADDED/DROPPED
PAST 5 YEARS



ADDED



DROPPED

Table 13 reviews the specific changes that have occurred in elementary, middle and high school library media center staffing over the past five years.

The positions most frequently added were certified librarians and student aides. Volunteer staff and other assistants were also frequently added.

This table confirms the finding illustrated in Diagram 15 on the previous page which revealed that more new positions were added than were eliminated.

TABLE 13

POSITIONS THAT HAVE BEEN ADDED AND DROPPED OVER THE PAST 5 YEARS

POSITIONS ADDED/DROPPED:	% HAVE ADDED	% HAVE DROPPED
CERTIFIED LIBRARIANS	9%	3%
NON-CERTIFIED LIBRARIANS	3	3
VOLUNTEER STAFF	6	1
STUDENT AIDES	8	3
OTHER ASSISTANTS	6	4

Even though, overall, more positions have been added than dropped over the past five years, this finding varies by the type of school, and mirrors changes in enrollments experienced during this time.

Middle and high schools have actually dropped positions more frequently than they have added them, while elementary schools have added positions more often than they have dropped them. However, it is important to note that these increases may be due in part to the addition of non-professionals such as volunteers and student aides and to professionals who may be hired to work on a part-time basis.

Middle schools have dropped the most positions, yet their library budgets have increased the most.

A significant 17% of high school libraries have dropped positions, which appears to be consistent with their decreasing enrollments.

TABLE 14

OF POSITIONS ADDED
BY TYPE OF SCHOOL

# OF POSITIONS ADDED	ELEM	MIDDLE	H.S.
NONE	70%	84%	92%
ONE	15	8	4
TWO+	15	8	4

TABLE 15

OF POSITIONS DROPPED
BY TYPE OF SCHOOL

# OF POSITIONS DROPPED	ELEM	MIDDLE	H.S.
NONE	93%	66%	83%
ONE	6	17	13
TWO+	1	17	4

FINDINGS AMONG ELEMENTARY SCHOOL LIBRARIANS

The following table demonstrates that staffing levels, in general, have been reflective of enrollment changes, though they have not kept exact pace with each other. For example, staffing levels increased in 26% of the elementary schools polled, while 42% reported enrollment rises.

TABLE 16

CHANGES IN STAFFING AND ENROLLMENTS
OVER THE PAST 5 YEARS

	STAFFING LEVELS	ENROLLMENTS
INCREASED	26%	42%
STAYED THE SAME	63	45
DECREASED	7	5
DON'T KNOW	4	8

While majority of both smaller elementary schools (those with less than 500 students) and larger elementary schools (500 students and above) reported that staffing levels remained the same over the past five years, larger schools were more likely to have experienced decreases in library staff.

TABLE 17

CHANGES IN ELEMENTARY LIBRARY STAFFS
OVER THE PAST 5 YEARS
BY SIZE OF SCHOOL

	ELEMENTARY SCHOOLS	
	SCHOOL SIZE:	
LIBRARY STAFF HAS...	UNDER 500	500+
INCREASED	30%	22%
REMAINED CONSTANT	66	59
DECREASED	2	13
DON'T KNOW	2	6

As Table 18 shows, elementary school librarians who do more curriculum planning (i.e., those who average at least 10 hours per week) were more likely than those not involved in curriculum planning to have experienced staff increases over the past five years.

TABLE 18

PAST CHANGES IN ELEMENTARY STAFFING LEVELS
(PAST 5 YEARS)

ELEMENTARY LIBRARY STAFFING HAS...	HOURS OF CURRICULUM PLANNING DONE PER WEEK		
	1 HOUR	10-14 HRS	15+ HOURS
INCREASED	11%	28%	38%
REMAINED CONSTANT	89	56	52
DECREASED	--	8	10
DON'T KNOW	--	8	--

Observation: The first possible interpretation for this finding is more obvious than the second. That is, librarians who have more staff are more likely to have the time to be involved in curricular activities, while those librarians who are understaffed are more likely not to be as involved because of time constraints. Therefore, the experts said it would be beneficial for librarians to free themselves of some of their paraprofessional and non-professional duties -- through the addition of appropriate staff -- allowing them more time to work with students and faculty.

The second, less obvious interpretation is that the more involved a school librarian is with the instructional staff, the greater the awareness of his/her role in the development of curriculum strategies. Once the awareness level is heightened, librarian needs are more likely to be met by the administration.

Again, Table 19 confirms the finding of Table 18 on the previous page. Both tables demonstrate that the more involved a librarian is in curriculum planning, the more likely he/she was to have experienced staff increases.

Conversely, the majority of librarians not involved in curriculum planning saw no staffing changes (81%).

TABLE 19

CHANGES IN STAFFING LEVELS OVER THE PAST 5 YEARS
BY LEVEL OF LIBRARIAN/TEACHER INTERACTION

	LEVEL OF INTERACTION		
STAFFING HAS...	WORKS VERY CLOSELY	USED AS A RESOURCE	IS NOT INVOLVED
INCREASED	54%	29%	11%
REMAINED CONSTANT	46	54	81
DECREASED	--	11	4
DON'T KNOW	--	6	4

Observation: This finding says that curricular activity will be minimal if there is no certified librarian on staff. Consequently, there will probably not be a solid library media program in place in schools that lack professionals. This finding, said the experts, stresses the importance of having a full-time certified professional librarian on staff who is recognized by faculty and administrators alike as a key member of the instructional team.

The experts recommended that the way to achieve this is for the accrediting agencies to make regulations regarding the existence of libraries uniform for all school levels -- including elementary schools.

FINDINGS AMONG ELEMENTARY PRINCIPALS/SUPERINTENDENTS MATCHED SAMPLE

Over the past five years, principals and superintendents reported similar patterns between school and library personnel. Half (50%) of those polled said their school staffs had risen, while 43% reported increases in their library staffs. However, more increases were reported in school staffs than in library personnel.

TABLE 20

SCHOOL AND LIBRARY STAFFING LEVELS
(ELEMENTARY MATCHED SAMPLE)

OVER THE PAST 5 YEARS, THE STAFF HAS...	PRINCIPAL/SUPERINTENDENTS	
	SCHOOL STAFF	LIBRARY STAFF
INCREASED	50%	43%
STAYED ABOUT THE SAME	40	50
DECREASED	7	7
DON'T KNOW	3	--

EXPECTED STAFFING CHANGES (OVER NEXT 5 YEARS)

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

Forecasts concerning staffing changes for the next five years are generally flat at all three school levels, with 85% of elementary, 79% of high school and 50% of middle school librarians expecting staff sizes to remain the same.

Some elementary school librarians (12%) do expect to increase their staffs over the next five years. This anticipated increase in staffing levels reflects a belief that elementary enrollments will continue to rise in many schools. Some of these changes will result in the addition of professionals, as 7% said they expect to add a certified librarian to their library media center.

High school librarians appear to be in the best shape. While they are anticipating the fewest enrollment changes, high school librarians are the most optimistic about budgets and are also fairly optimistic about staffing changes. They do not anticipate adding any certified librarians to their staff. Instead, a significant percentage (17%) say they will add a non-certified librarian (paraprofessional). This may be due to the fact that high schools are already heavily staffed with professional library media specialists. Therefore, the additions they are anticipating may be in the form of support staff to help handle duties that would enable library media specialists to maximize the range of services they offer.

Middle schools, which have the grimmest budget prospects, are also pessimistic about future staffing changes. Despite overall increases in enrollments projected for the coming five years, 33% of middle school librarians questioned anticipate staffing cuts. Moreover, only 17% expect to increase staffing levels. The most common staff addition here is that of a certified librarian (17% expect to add one). On the other hand, 17% expect to cut a non-certified librarian from their staffs.

Table 21 reviews these anticipated changes by each school level.

TABLE 21

STAFF CHANGES EXPECTED OVER THE NEXT 5 YEARS BY TYPE OF SCHOOL

OVER THE NEXT FIVE YEARS, EXPECT...	ELEMENTARY	MIDDLE	HIGH SCHOOL
STAFF SIZE			
TO INCREASE	12%	17%	13%
TO REMAIN THE SAME	85%	50%	79%
TO DECREASE	3%	33%	8%
# OF CERTIFIED LIBRARIANS ON STAFF			
TO INCREASE	7%	17%	--
TO REMAIN THE SAME	93%	75%	92%
TO DECREASE	--	8%	8%
# OF NON-CERTIFIED LIBRARIANS ON STAFF			
TO INCREASE	3%	8%	17%
TO REMAIN THE SAME	94%	75%	79%
TO DECREASE	3%	17%	4%

FINDINGS AMONG ELEMENTARY PRINCIPALS/SUPERINTENDENTS MATCHED SAMPLE

Over the past five years, principals and superintendents reported similar changes between the school staff and the library staff. As was illustrated in Table 20, half of the principals and superintendents polled said school staffs had risen and 43% said library staffs had done the same.

However, in the next five years, administrators expect a considerable disparity between the two, with a significant percentage of schools (43%) expecting school staffs to rise and only a few (17%) projecting increases in the library staff. Furthermore, principals and superintendents are much more unsure about future staffing levels of the library media center, as 20% reported they could not project what the changes might be.

TABLE 22

ANTICIPATED CHANGES IN SCHOOL AND LIBRARY STAFFING LEVELS OVER THE NEXT FIVE YEARS

(ELEMENTARY MATCHED SAMPLE)

	PRINCIPAL/SUPERINTENDENTS	
OVER THE NEXT 5 YEARS, EXPECT THE STAFF TO...	SCHOOL STAFF	LIBRARY STAFF
INCREASE	43%	17%
STAY ABOUT THE SAME	47	63
DECREASE	3	--
DON'T KNOW	7	20

Table 23 reports the library staffing changes that principals, superintendents, and librarians expect over the next five years. These results are consistent with overall projections reported in Table 22, confirming that more library staffing increases should take place than decreases.

Responses among these two groups are fairly consistent. Librarians, though, tended to be slightly more optimistic than principals and superintendents when it came to the addition of a certified librarian to their staffs.

TABLE 23

STAFFING CHANGES EXPECTED OVER THE NEXT 5 YEARS IN ELEMENTARY SCHOOL LIBRARIES

	ELEMENTARY MATCHED SAMPLE	
	PRINCIPAL/SUPT.	LIBRARIANS
% THAT EXPECT AN INCREASE IN...		
SIZE OF LIBRARY STAFF	17%	23%
# OF CERTIFIED LIBRARIANS	7	17
# OF NON-CERT. LIBRARIANS	10	7
% THAT EXPECT AN DECREASE IN...		
SIZE OF LIBRARY STAFF	--	--
# OF CERTIFIED LIBRARIANS	--	--
# OF NON-CERT. LIBRARIANS	--	3

SATISFACTION WITH STAFFING

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

Middle school librarians were more likely to be satisfied with their staffing levels than elementary or high school librarians. Elementary and high school librarians showed a high level of dissatisfaction, as 51% and 54%, respectively, claimed their library media centers were inadequately staffed.

TABLE 24

SATISFACTION WITH LIBRARY MEDIA CENTER'S STAFFING
BY SCHOOL TYPE

IS YOUR LIBRARY MEDIA CENTER ADEQUATELY STAFFED?	ELEM	MIDDLE/JH	H.S.
YES	49%	75%	46%
NO	51	25	54

Observation: Dissatisfaction is predictable at the elementary school level where library staffs are generally small (relative to the three school types) and there is an acknowledged dearth of full-time library media specialists on hand.

At the high school level, personnel dissatisfaction is connected in part to the desire for more support staff to handle clerical and paraprofessional tasks, but it also mirrors a need for additional professional help. This is somewhat surprising since high school libraries indisputably have the largest professional staffs.

FINDINGS AMONG ELEMENTARY SCHOOL LIBRARIANS

Among elementary librarians, there is a significantly high level of dissatisfaction with staffing. Not surprisingly, all of the librarians who experienced staff cuts over the past five years were unhappy with their staffing levels. However, a majority (54%) of those who had no staff cuts (i.e., staffing levels remained constant) felt their library media center was staffed inadequately. Moreover, a significant 35% who experienced staff increases still viewed staffing levels as inadequate.

TABLE 25

THE ADEQUACY OF LIBRARY MEDIA CENTERS' STAFFING
BY CHANGES IN STAFFING LEVELS OVER THE PAST 5 YEARS

	OVER THE PAST 5 YEARS, STAFFING HAS...		
DO YOU FEEL THAT YOUR LIBRARY MEDIA CENTER IS ADEQUATELY STAFFED?	INCREASED	REMAINED CONSTANT	DECREASED
YES	65%	46%	--
NO	35	54	100%

Observation: The experts believe that dissatisfaction over staffing at the elementary school level reflects concern over a number of issues. First, there is considerable frustration over the fact that elementary libraries are the least well-staffed professionally due to the failure of many state and regional accrediting agencies to mandate that full-time professionally staffed library media centers be housed in elementary buildings.

Out of this, said the experts, arises concerns over the "absent librarian trend," the subsequent underutilization of professionals and the lack of effective library media programs.

In addition, the experts said that staffing dissatisfaction at all school levels mirrors, in part, a need for more support staff.

Finally, several experts identified as another problem, the apparent shortage of certified library media specialists in some areas of the country. They said that in some school districts, professional positions have not been able to be filled because candidates lack the proper professional credentials (i.e., Masters of Library Science).

Most of the elementary librarians (77%) who work very closely on curricular activities with teachers are satisfied with their current staffing levels. Those who are less involved in curriculum planning are less likely to be satisfied with library staffing levels (59%).

TABLE 26

SATISFACTION WITH ELEMENTARY LIBRARY MEDIA CENTER'S STAFFING BY LEVEL OF LIBRARIAN/TEACHER INTERACTION

	LEVEL OF INTERACTION		
IS YOUR LIBRARY MEDIA CENTER ADEQUATELY STAFFED?	WORKS VERY CLOSELY	USED AS A RESOURCE	IS NOT INVOLVED
YES	77%	46%	41%
NO	23	54	59

Observation: Librarians who have promoted their roles effectively and become partners in the instructional team are more likely to be provided with an adequate support staff which enables them to concentrate their efforts in areas other than library management and clerical tasks.

This finding, according to the experts, also supports the belief that the more involved library media specialists are with teachers, the more their role is viewed as being integral to the total instructional program. When they become co-teachers, their professional contributions and needs are likely to be more fully recognized.

FINDINGS AMONG ELEMENTARY PRINCIPALS/SUPERINTENDENTS MATCHED SAMPLE

Even though elementary school principals and superintendents were knowledgeable about the amount of permanent staff the library had, there is a great deal of disparity between their ideas of adequate staffing levels and those of librarians. A majority (73%) of the principals and superintendents feel the library media center is sufficiently staffed (even though they severely underestimated the total size of the library staff), while the majority (57%) of the librarians feels the staffing levels are inadequate.

Table 27 reports these findings.

TABLE 27

SATISFACTION WITH LIBRARY MEDIA CENTER'S STAFFING BY SCHOOL TYPE

IS YOUR LIBRARY MEDIA CENTER ADEQUATELY STAFFED?	MATCHED SAMPLE	
	PRINCIPAL/SUPT.	LIBRARIAN
YES	73%	43%
NO	27	57

Observation: If the majority of administrators thinks the library is well staffed, while the majority of librarians says it isn't then it appears that elementary school administrators have, to some degree, failed to recognize the contributions that a well-run, well-staffed library media center can make to students' overall academic achievement.

This attitude, said the experts, may be due to the fact that since elementary libraries are the least well-staffed professionally and have a problem of underutilization, administrators have come to have lower expectations concerning the role of the school library media specialist. These low expectations have resulted in a narrowing of the elementary librarians' duties.

One expert said that some elementary school librarians are so overburdened with regularly scheduled classes in the library media center that they are forced to teach skills that many times are totally unrelated to what the students are learning in the classroom. Because the schedule is fixed, librarians lack the time necessary to develop meaningful curriculum-relevant lessons.

Furthermore, several experts said that some elementary librarians are in danger of acting as "babysitters" to classes whose teachers are involved in conference and planning periods.

To counteract the problem of low expectations, the experts recommended that elementary school librarians not accept these limited roles passively. Instead, librarians must constantly communicate the full range of their professional capabilities and promote their role as co-teachers.

REASONS FOR DISSATISFACTION WITH STAFFING

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

Librarians who are not happy with their present staffing levels were asked to cite the reasons for their dissatisfaction. The majority of librarians (regardless of school type) claimed they need additional administrative support to assist them with various duties. Specifically, the need for clerical assistance was cited most frequently among librarians from all school levels, while elementary librarians (33%) said they need administrative assistance for library management.

Elementary school librarians are particularly concerned about their part-time status, nearly one in every four is dissatisfied with staffing because they need a full-time professional, again confirming the "absent librarian trend" and the significant problem created by this condition.

Although all high schools polled reported having at least one full-time professional librarian on staff, 31% claimed they still need another certified library media specialist to handle professional duties.

Table 28 outlines the specific staffing needs cited.

TABLE 28

REASONS WHY LIBRARY MEDIA CENTERS ARE NOT ADEQUATELY STAFFED BY TYPE OF SCHOOL

	ELEM	MIDDLE	H.S.
NEED ADD'L ADMIN. SUPPORT (NET)	72%	67%	54%
FOR CLERICAL FUNCTIONS/PAPERWORK	38	33	23
FOR LIBRARY MANAGEMENT	33	--	8
FOR MISC. FUNCTIONS (Nonspecified)	10	--	15
TO WATCH LIBRARY/ASSIST STUDENTS	10	33	8
FOR AUDIOVISUAL CENTER/RESOURCES	5	--	--
TO TEACH CLASSES	3	--	--
NEED MORE PROFESSIONAL LIBRARY STAFF/LIBRARIANS (NET)	26%	--	31%
DON'T HAVE A FULL-TIME LIBRARIAN	23	--	--
NEED A/ANOTHER LIBRARIAN	3	--	31

In addition to the specific staffing needs identified in Table 28, some librarians mentioned other reasons why they feel their libraries need additional staff.

Many elementary and high school librarians feel they need more time for other things. In particular, 10% of elementary librarians feel they need more time with students, and 15% of high school librarians would like to spend more time on professional duties, yet neither can do so because of inadequate staffing levels.

Many librarians at all levels feel they can't meet student needs because of inadequate staffing levels, while 33% of middle schools claim their staffing levels do not even meet state staffing guidelines.

These additional reasons are listed in the Table 29.

TABLE 29

ADDITIONAL REASONS LIBRARIANS NEED MORE STAFF

	ELEM	MIDDLE	H.S.
I NEED MORE TIME FOR OTHER THINGS (NET)	10%	--	15%
I NEED MORE TIME WITH STUDENTS	10	--	--
I NEED MORE TIME TO SPEND ON PROFESSIONAL DUTIES	--	--	15
I NEED MORE TIME FOR LIBRARY MAINTENANCE	5	--	--
I NEED MORE TIME WITH TEACHERS	3	--	--
OTHER REASONS (NET)	8%	67%	23%
I CAN'T MEET STUDENT NEEDS WITH CURRENT STAFF	10	33	15
I CAN'T MEET TEACHERS' NEEDS WITH CURRENT STAFF	10	--	8
OUR CURRENT STAFFING LEVEL DOES NOT MEET STATE STAFFING GUIDELINES	--	33	8

STAFF'S IMPACT ON STUDENTS

FINDINGS AMONG ELEMENTARY PRINCIPALS/SUPERINTENDENTS MATCHED SAMPLE

Principals and superintendents were asked to rate the effect classroom teachers, librarians, and library media centers have on students in areas including standardized test scores, student reading levels, classroom test scores, writing skills, etc. For this exercise, administrators were asked to use a scale of "1" to "10" where "1" signifies "no effect" and "10" indicates a "significant effect."

Overall, principals and superintendents consistently agreed that classroom teachers have the greatest impact on most of the student factors listed in Table 30. However, there were two exceptions. Principals and superintendents rated teachers, librarians, and library media centers equally as high for the impact they have on students' ability to do research and students' ability to use the latest technology for research purposes.

Interestingly, the administrators also gave high marks to librarians and library media centers for their impact on students in the areas of reading levels, standardized test scores, the quality of student book reports and the overall quality of students' education.

TABLE 30

RELATIVE IMPACT STAFF HAS ON STUDENTS
(AVERAGE SCORES REPORTED BY PRINCIPALS/SUPERINTENDENTS)

FACTORS:	AVERAGE FOR EACH INDIVIDUAL		
	CLASSROOM TEACHERS	LIBRARIANS	LIB. MEDIA CENTER
STANDARDIZED TEST SCORES	7.8	5.0	5.3
STUDENTS' READING LEVELS	8.6	6.4	6.3
CLASSROOM TEST SCORES	8.6	4.7	5.0
THE QUALITY OF STUDENT BOOK REPORTS	7.6	6.2	6.1
STUDENTS' GRADES	8.4	4.7	4.7
STUDENTS' KNOWLEDGE OF COMPUTERS	6.8	4.8	5.0
STUDENTS' WRITING SKILLS	8.7	4.7	4.6
STUDENTS' ABILITY TO DO RESEARCH	7.5	7.6	7.7
STUDENTS' ABILITY TO USE THE LATEST TECHNOLOGY FOR RESEARCH PURPOSES	5.4	5.8	6.0
THE OVERALL QUALITY OF STUDENTS' EDUCATION	8.7	6.7	6.5

Observation: From this finding there appears to be some recognition on the part of administrators as to the importance of library media programs and personnel and the belief that both contribute positively to quality education.

UTILIZATION

BREAKDOWN OF HEAD LIBRARIAN'S TIME

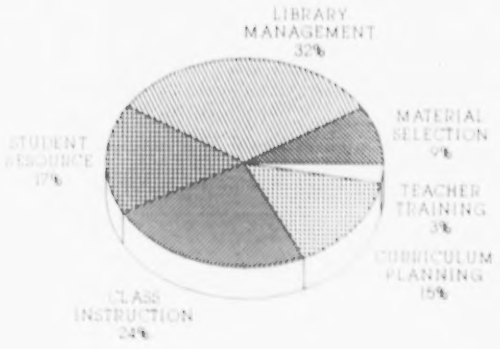
FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

On average, the librarians surveyed worked approximately 40 hours per week. This figure includes part-time and full-time librarians. Currently, librarians spend the majority of their time on library management (32%), class instruction (24%), and working with students as a resource (17%). Diagram 16 reviews the percentage of time they currently spend on each library function, along with the percentage of time they would like to spend on each.

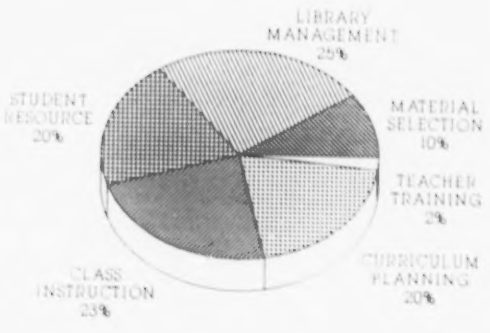
Librarians felt it would be an improvement if they could spend more time on curriculum planning and on assisting students, while spending less time on library management. In order to do so, many feel they need more staff to assist with clerical functions and library management.

DIAGRAM 16

HOW TIME IS CURRENTLY SPENT



HOW LIBRARIANS WOULD LIKE TO SPEND TIME



Observation: The librarians' attitudes about becoming more involved in the area of curriculum/lesson planning seem to support changes that relate to the whole language movement (i.e., literature-based classroom programs). The experts asserted that it is imperative for school librarians to be involved in these types of programs since they have been trained very specifically in the area of children's literature. One of the roles of school library media specialist is to promote literacy and a love of reading among students. Moreover, the librarian's approach to literature often is different than the teacher's and can serve to enhance the value of reading in the minds of students.

People who work in elementary school libraries were asked how they currently spend their time. This varies considerably and depends upon whether he/she is a certified professional or not. Certified librarians spend the most time on class instruction, while non-certified librarians focus most on library management. In addition to this major difference, certified librarians also spend more time on curriculum planning (with or without the teacher), materials selection and acting as a reference or resource to students.

This table illustrates an earlier finding which revealed that if there is no certified librarian on staff there will be little curricular input, resulting in a lack of integrated library media programs.

TABLE 31

AMOUNT OF TIME SPENT ON VARIOUS FUNCTIONS

	AVERAGE AMOUNT OF TIME SPENT			
AVERAGE # OF HOURS SPENT ON...	CERTIFIED LIBRARIAN		NON-CERTIFIED LIBRARIAN	
MATERIALS SELECTION	3.6		1.9	
LIBRARY MANAGEMENT	9.4		10.9	
*CURRICULUM PLANNING WITH TEACHER	3.2		1.4	
*CURRICULUM PLANNING WITHOUT TEACHER	3.5	6.7	1.6	3.0
CLASS INSTRUCTION	13.6		8.0	
REFERENCE/RESOURCE TO STUDENTS	6.0		3.8	
TEACHER TRAINING & INSTRUCTION	0.9		0.9	
ADDITIONAL TIME (NOT ACCOUNTED FOR ABOVE)	0.5		0.7	
TOTAL HOURS PER WEEK	40.8		29.2	

* CURRICULUM PLANNING ACTIVITIES

Observation: This table indicates that the amount and quality of curricular and instructional involvement on the part of the librarian can be linked directly to the nature and extent of his/her education. In other words, quality library media programs can only be developed and directed by professional library media specialists.

Why? Because, the experts said, only professional librarians have the expertise -- through their training as certified teachers and graduates of masters degree programs in library and information science -- necessary to create meaningful, integrated library media programs. The finding in Table 31 should help clarify the difference between the programs established by the professional versus the non-professional, as well as the difference between a library media program and a facility.

Referring to non-professionals as professionals is a mistake made by some teachers and administrators. When this happens the professional's expertise and capabilities may be misinterpreted as being routine and mainly clerical in nature, which, in turn, can result in low expectations about the contributions made by school librarians.

According to the experts and previous research, library media programs created and directed by professionals represent a valuable resource that can contribute to student achievement. Particularly now, when we are experiencing a revolution in information technology, the role of the library media specialist should be maximized and supported fully by administrators rather than limited in scope.

CURRICULUM PLANNING

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

The amount of curriculum planning done by a librarian did not vary significantly by the type of school. However, it did vary by whether or not there was a certified librarian on staff. As earlier findings have indicated, certified professionals are more apt to be involved in curricular activities than non-professionals.

While an earlier finding of the study cited a desire on the part of librarians to become more involved in curriculum planning, this table indicates that they have a way to go before becoming total partners of the instructional staff. In fact, there were more certified librarians (29%) who claimed they were not involved closely in curriculum planning, than there were who said they were closely involved (23%). However, the majority (45%) of the certified librarians said they were used as a resource for ideas for curriculum planning, while the remaining 2% were not involved in curriculum planning at all.

The overwhelming majority (80%) of non-certified librarians said they are not involved with faculty in the area of curriculum planning.

TABLE 32

LEVEL OF LIBRARIAN/TEACHER INTERACTION

	CERT. LIB.	NON-CERT LIB.
THE TEACHER WORKS CLOSELY WITH ME TO DEVELOP INSTRUCTIONAL UNITS, AND THEN TEACHES AND EVALUATES THE UNIT WITH MY ASSISTANCE	23%	--
THE TEACHER USES ME AS A RESOURCE FOR IDEAS FOR CURRICULUM PLANNING	45	20%
I AM NOT INVOLVED IN CURRICULUM PLANNING WITH TEACHERS, BUT THEY DO UTILIZE THE LIBRARY FOR ADDITIONAL INSTRUCTIONAL MATERIALS REGULARLY	29	80
I AM NOT INVOLVED IN CURRICULUM PLANNING, AND THEY DO NOT USUALLY UTILIZE THE LIBRARY FOR SUPPLEMENTAL INSTRUCTIONAL MATERIALS	2	--

Observation: This finding is indicative of the underutilization of school library media specialists at all levels. The experts blamed this on both the instructional staff and administrators, as well as on the librarians themselves.

As far as the faculty and administration are concerned, the library leaders cited the way in which they are trained as contributing to the problem of librarian underutilization. That is, there has been a failure in undergraduate and graduate education programs to instruct teachers and principals as to the multifaceted role of today's library media professionals. Currently, many of these training programs provide little, if any, significant concentration in library science. As a result, teachers and principals have not fully recognized the value of the teacher-librarian approach.

In order to rectify this, several experts strongly recommended that teachers, principals and superintendents be required to take courses in library and information science as part of their training. In addition, they suggested that principals and teachers take time, through pre-service and in-service programs and evaluation sessions, to understand how the school library media specialist can contribute to the educational program.

As for librarians, the experts again cited their failure to communicate the full extent of their expertise to both teachers and principals. They recommended that librarians constantly promote the full range of their skills and talent to their colleagues in order to overcome low expectations. To further strengthen their position, librarians must develop programs which serve to educate teachers and administrators about their vital role in curricular and instructional activities.

FINDINGS AMONG ELEMENTARY SCHOOL LIBRARIANS

Similar to the findings among all school types, elementary school librarians who are certified are more likely than those who are not certified to be involved in curriculum planning. However, even among certified librarians, more are not involved in curriculum planning with teachers (29%) than are closely involved (20%).

TABLE 33

LEVEL OF LIBRARIAN/TEACHER INTERACTION

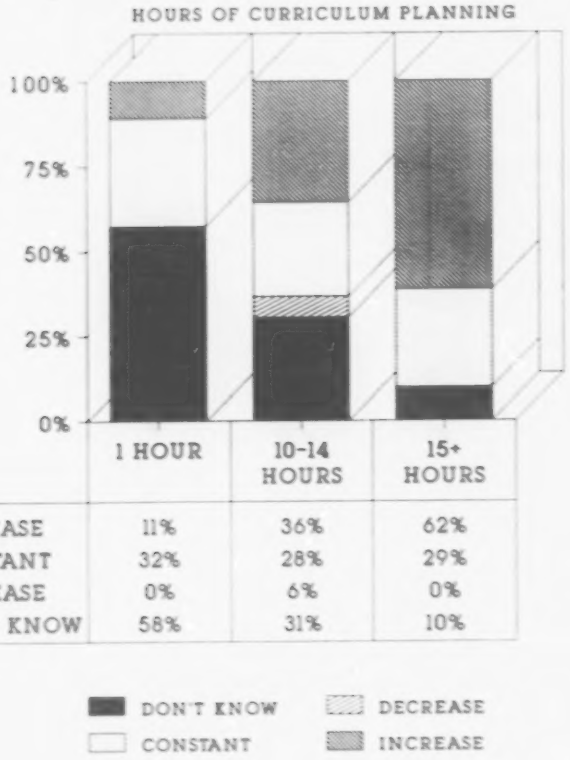
	CERTIFIED LIBRARIAN		NON-CERTIFIED LIBRARIAN
THE TEACHER WORKS CLOSELY WITH ME TO DEVELOP INSTRUCTIONAL UNITS, AND THEN TEACHES AND EVALUATES THE UNIT WITH MY ASSISTANCE	20%		--
THE TEACHER USES ME AS A RESOURCE FOR IDEAS FOR CURRICULUM PLANNING	50		25%
I AM NOT INVOLVED IN CURRICULUM PLANNING WITH TEACHERS, BUT THEY DO UTILIZE THE LIBRARY FOR ADDITIONAL INSTRUCTIONAL MATERIALS REGULARLY	27	29%	75
I AM NOT INVOLVED IN CURRICULUM PLANNING, AND THEY DO NOT USUALLY UTILIZE THE LIBRARY FOR SUPPLEMENTAL INSTRUCTIONAL MATERIALS	2		--

Observation: Although certified professionals do not appear to be fully utilized by any means, if a school does not have a professional librarian on staff then, according to the experts, it is surely missing a rich resource that can be used to improve curriculum design and ultimately benefit pupils at all grade levels.

The more time an elementary librarian spent on curriculum planning, the more he/she was likely to expect future budget increases over the next five years.

DIAGRAM 17

EXPECTED CHANGES IN
ELEMENTARY LIBRARY BUDGETS



	1 HOUR	10-14 HOURS	15+ HOURS
INCREASE	11%	36%	62%
CONSTANT	32%	28%	29%
DECREASE	0%	6%	0%
DON'T KNOW	58%	31%	10%

Observation: Again, this finding reinforces the view that when school library media specialists make themselves essential components of the instructional program and strategy by visibly improving services and resources available to teachers, the more likely it is that their needs will be met.

Another interpretation is that librarians who are more involved are also more confident about the future of their library budgets because they have better support form both faculty and administrators.

FINDINGS AMONG ELEMENTARY PRINCIPALS/SUPERINTENDENTS MATCHED SAMPLE

This is another area where there is a wide disparity between responses. The principals and superintendents believe the librarians have more involvement in curriculum development and planning than they actually do. As Table 34 reports, 40% of the principals/superintendents interviewed believe that the teacher works closely with the librarian to develop instructional units, and then teaches the unit with the librarian's assistance. However, only 17% of these librarians claim that they have this level of involvement with the instructional staff. A third of the librarians claim they are not at all involved in curriculum planning.

TABLE 34

LEVEL OF LIBRARIAN/TEACHER INTERACTION
AMONG ELEMENTARY SCHOOL LIBRARIANS

	ELEMENTARY MATCHED SAMPLE	
	PRINCIPAL/SUPT.	LIBRARIAN
THE TEACHER WORKS CLOSELY WITH THE LIBRARIAN TO DEV. INSTR. UNITS & THEN TEACHES & EVALUATES THE UNIT WITH THE LIBRARIAN'S ASSISTANCE	40%	17%
THE TEACHER USES THE LIBRARIAN AS A RESOURCE FOR IDEAS FOR CURRICULUM PLANNING	50	50
THE LIBRARIAN IS NOT INVOLVED IN CURRICULUM PLANNING WITH TEACHERS, BUT THEY DO UTILIZE THE LIBRARY FOR ADD'L INSTR. MATERIALS REGULARLY	7	30
THE LIBRARIAN IS NOT INVOLVED IN CURRICULUM PLANNING, & TEACHERS DO NOT USUALLY UTILIZE THE LIBRARY FOR SUPPL. INSTRUCTIONAL MATERIALS	3	3

Observation: This disparity between what the administrators think and what is actually happening in library media centers further confirms that administrators do not realize the full extent of the library media specialist's capabilities. This lack of understanding is sometimes borne of the administrator's own personal experience both as a student and teacher.

The experts said that this finding also confirms that, in some cases, there is a lack or low level of communication between librarians and principals which can exacerbate misunderstandings and perpetuate low expectations.

Again, the experts said that it is the responsibility of both sides to improve communication through the kinds of specific programs and evaluation sessions noted earlier in the study. Better communication among principals, librarians and teachers would result in more comprehensive programs which would ultimately benefit students.

Elementary school principals and superintendents were also asked what level of interaction they felt the head librarian should have with most of the instructional staff. The vast majority claimed that their librarian's current level of involvement is most appropriate. However, as was previously illustrated, principals and superintendents believe that their librarians are more involved in curriculum planning than they actually are.

Table 35 reports the level of curriculum involvement principals and superintendents believe is most appropriate for librarians in their elementary schools. Overall, more superintendents (50%) think librarians should work closely with teachers on curriculum planning than did principals (35%). However, the same number agree (50%) that the teacher should use the librarian as a resource for curriculum planning ideas. Interestingly, 15% of the principals feel that their librarians should not be involved in curriculum planning.

TABLE 35

LEVEL OF LIBRARIAN/TEACHER INTERACTION
CONSIDERED MOST APPROPRIATE
BY PRINCIPAL AND SUPERINTENDENT

(ELEMENTARY MATCHED SAMPLE)

	TOTAL	PRINC.	SUPT.
THE TEACHER SHOULD WORK CLOSELY W/ THE LIBRARIAN TO DEV. INSTR. UNITS & THEN TEACH & EVALUATE THE UNIT WITH THE LIBRARIAN'S ASSISTANCE	40%	35%	50%
THE TEACHER SHOULD USE THE LIBRARIAN AS A RESOURCE FOR IDEAS FOR CURRICULUM PLANNING	50	50	50
THE LIBRARIAN SHOULD NOT BE INVOLVED IN CURRICULUM PLANNING WITH TEACHERS, BUT TEACHERS SHOULD UTILIZE THE LIBRARY FOR ADD'L. INSTR. MATERIALS REGULARLY.	10	15	--
THE LIBRARIAN SHOULD NOT BE INVOLVED IN CURRICULUM PLANNING, & TEACHERS SHOULD NOT REG. UTILIZE THE LIBRARY FOR SUPPL. INSTRUCTIONAL MATERIALS	--	--	--

Observation: The findings in Table 33 mirror the impact that administrator expectations have upon the curricular role of library media specialists. If, within the administration, there is a library advocate, there likely will be strong support for integrated media programs at the school level. However, if administration expectations are low, then the role of the library media specialist as an active participant in the instructional team may be diminished.

The experts said that low expectations, in addition to being caused by the way in which administrators are trained, may also be the result of the individual's own personal experience with school libraries and effective media programs. For example, if a principal was not the beneficiary of a strong library media program when he/she was in elementary, middle or high school, he/she may simply not have first-hand knowledge of the value of a good program. If they lack this kind of understanding then they may run the risk of developing an attitude which limits the role of the library media specialist.

Again, the experts reiterated that one way to promote the expertise and services offered by today's librarians is for teachers and administrators to be required to take courses in library science as part of their professional training.

Another observation made about this table is that it reveals that superintendents may be more of an advocate of the school library/librarian than principals. The experts who made this comment said this may be due to the varying responsibilities of each group. For instance, superintendents tend to have a more global view of how schools should operate. Principals, on the other hand, have more of the day to day responsibility for pupil performance and are therefore more concerned with socially or community-sensitive issues such as drug use, discipline and dropout rates.

In addition, several experts said that the principals may be responding to the fact that they are dealing with less than professional library staffs who are simply not qualified to position the media center for maximum contributions.

LIBRARIAN UTILIZATION RECOMMENDATIONS

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

Librarians were asked to provide specific suggestions about how they could work more effectively with teachers. The main suggestion that was agreed upon by librarians at all school levels was the recommendation that teachers involve them more in curriculum/lesson planning.

In addition, 21% of high school librarians felt they could be more fully utilized if they could pull selections and/or recommend selections for use in teachers' lesson plans. This is consistent with their desire to spend more time in this area, as was illustrated in Diagram 16.

Table 36 summarizes suggestions for teachers about things they can do to enable librarians to be more fully utilized.

TABLE 36

HOW COULD YOU BE MORE FULLY UTILIZED?

THINGS THAT TEACHERS CAN DO

	ELEM	MIDDLE	H.S.
TEACHERS COULD BE MORE FLEXIBLE (NET)	13%	--	17%
TEACHERS COULD DO MORE ADVANCED PLANNING ON CURR./LESSON PLANS SO I COULD BE OF MORE ASSISTANCE	11	--	17
TEACHERS COULD ALLOW FLEXIBLE SCHEDULING FOR LIBRARY/CLASSROOM TIME	5	--	--
I COULD BE OF ADDITIONAL ASSISTANCE TO TEACHERS (NET)	29%	42%	21%
I COULD BE MORE OF A PERSONAL RESOURCE FOR TEACHER	13	25	13
I COULD DO CLASSROOM INSTRUCTION TEACHING STUDENTS LIBRARY SKILLS	13	8	--
I COULD PULL SELECTIONS/RECOMMEND SELECTIONS FOR USE	8	--	21
I COULD HELP PLAN ACTIVITIES/ EXERCISES FOR CLASSROOM INSTRUCTION	4	8	4
I COULD HELP STUDENTS WITH RESEARCH	3	17	--
OTHER SUGGESTIONS FOR TEACHERS (NET)	38%	50%	38%
TEACHERS COULD INVOLVE ME MORE WHEN PLANNING CURRICULUM/LESSONS	29	42	25
TEACHERS COULD USE LIBRARIAN MORE AS A RESOURCE FOR THEM	14	25	17
WISH MORE WOULD USE MATERIALS/ LIBRARY RESOURCES	8	8	17
TEACHERS SHOULD BECOME BETTER ACQUAINTED W/ LIBRARY RESOURCES	5	8	17
TEACHERS COULD USE LIBRARIAN MORE AS A RESOURCE FOR THEIR STUDENTS	5	8	--

Table 37 reviews additional ways librarians feel they could be more fully utilized in addition to the teacher suggestions reported in table 36 on the previous page.

One common problem librarians seem to face is a lack of time. This is one reason why librarians feel they are not achieving full utilization of their training; they would like to have more time to spend with teachers. In addition, they want to be included more in curriculum planning sessions. These suggestions further confirm librarians' desire to be fully involved in curricular activities.

TABLE 37

HOW COULD YOU BE MORE FULLY UTILIZED?

ADDITIONAL SUGGESTIONS

	ELEM	MIDDLE	H.S.
I NEED MORE TIME/STAFF (NET)	37%	33%	13%
I NEED MORE TIME WITH TEACHERS FOR CURRICULUM PLANNING	32	33	8
I NEED MORE ONE-ON-ONE TIME WITH STUDENTS	5	--	--
I NEED MORE STAFF TO GIVE ME MORE TIME FOR CURRICULUM DEVELOPMENT	4	8	4
I WOULD LIKE TO BE INCLUDED IN MORE THINGS/HAVE MORE INVOLVEMENT WITH STAFF (NET)	13%	17%	29%
BE INCLUDED IN CURRICULUM PLANNING SESSIONS	13	8	25
BE INCLUDED IN DEPARTMENTAL MEETINGS/PLANNING	1	8	17
BE INCLUDED IN TEACHERS' MEETINGS	1	8	--
NO CHANGES NEEDED/WANTED	26%	8%	29%
DON'T KNOW	--	8%	4%

ALLOCATION OF FUNDS

FINDINGS AMONG ELEMENTARY PRINCIPALS/SUPERINTENDENTS MATCHED SAMPLE

A hypothetical question was posed to the matched sample of elementary school principals and superintendents to help further determine their attitudes toward the school library media specialist and center. They were asked how they would allocate funds if they were given budgetary increases of 5% and 20%.

Despite the amount of increase, they were most likely to use the monies to raise teachers' salaries and improve school facilities, and were least likely to allocate funds to the library staff.

At both levels of increase (5% and 20%), the majority of principals and superintendents claimed they would not devote any funds to increase the number of library personnel or raise the librarian's salary.

Interestingly, even though the library staff would not benefit from budget increases, the library media center would. In fact, the majority of administrators said they would earmark monies for the library media center (presumably for materials acquisition) if their budgets were increased by 20%. Only 23% claimed they would not allocate any funds to the library media center at the 20% level of increase.

At the 5% level, more of the administrators (43%) said they would not allocate any funds to the library media center.

Table 38 reports the percentages which principals and superintendents said they would earmark to library resources (i.e., library personnel, librarians' salaries, and the library media center) if they were given budget increases of 5% and 20% respectively.

Additional allocations are reported in Tables 39 and 40.

TABLE 38

ALLOCATION OF BUDGET INCREASES
AS REPORTED BY ELEMENTARY PRINCIPALS AND SUPERINTENDENTS

ALLOCATION OF BUDGET FOR LIBRARY RESOURCES:

	HOW BUDGET INCREASES WOULD BE ALLOCATED IF BUDGET WERE INCREASED BY...	
	5%	20%
INCREASING THE NUMBER OF LIBRARY PERSONNEL:		
NONE	70%	60%
1-9%	7	17
10%-24%	--	7
25%-49%	7	--
HALF	--	--
MOST	--	--
ALL	--	--
DON'T KNOW	16	17
INCREASING THE LIBRARIAN'S SALARY:		
NONE	67%	57%
1-9%	13	17
10%-24%	--	7
25%-49%	--	--
HALF	--	--
MOST	--	--
ALL	--	--
DON'T KNOW	20	20
THE LIBRARY MEDIA CENTER:		
NONE	43%	23%
1-9%	13	23
10%-24%	10	13
25%-49%	3	13
HALF	13	10
MOST	--	--
ALL	3	3
DON'T KNOW	13	13

TABLE 39

ALLOCATION OF BUDGET INCREASES
AS REPORTED BY ELEMENTARY PRINCIPALS AND SUPERINTENDENTS

ALLOCATION OF BUDGET FOR TEACHING RESOURCES:

	HOW BUDGET INCREASES WOULD BE ALLOCATED IF BUDGET WERE INCREASED BY...	
	5%	20%
INCREASING TEACHERS SALARIES:		
NONE	27%	23%
1-9%	17	23
10%-24%	7	3
25%-49%	7	17
HALF	17	13
MOST	7	3
ALL	7	--
DON'T KNOW	13	17
INCREASING THE # OF TEACHERS PER PUPIL:		
NONE	57%	40%
1-9%	--	10
10%-24%	--	13
25%-49%	14	10
HALF	3	--
MOST	3	7
ALL	3	--
DON'T KNOW	20	20

TABLE 40

ALLOCATION OF BUDGET INCREASES
AS REPORTED BY ELEMENTARY PRINCIPALS AND SUPERINTENDENTS

ADDITIONAL BUDGET ALLOCATIONS:

	HOW BUDGET INCREASES WOULD BE ALLOCATED IF BUDGET WERE INCREASED BY...	
	5%	20%
SCHOOL FACILITIES:		
NONE	33	20
1-9%	10	20
10%-24%	3	13
25%-49%	20	13
HALF	7	10
MOST	3	3
ALL	3	3
DON'T KNOW	20	17
OTHER SOURCES:		
NONE	50%	30%
1-9%	10	20
10%-24%	--	--
25%-49%	3	13
HALF	20	13
MOST	3	10
ALL	--	--
DON'T KNOW	13	13

Observation: Library leaders expressed concern over these findings. They said that despite an acknowledgement of the value of the library media center, some administrators remain only partially convinced about the contributions made by library media specialists and integrated library programs to the total instructional package.

The unwillingness to earmark monies to increase the library staff and/or salaries further suggests that some administrators do not regard highly the role of the school library media specialist.

The experts were concerned that if administrators used the monies to obtain more library materials without adding any support staff, librarians would be given more duties that could prevent them from properly integrating the new materials into the curriculum.

Moreover, the time constraints created by additional pressures to acquire new materials could result in the library media specialist failing to select materials in light of curriculum and instructional strategies and needs.

Library leaders recommended that administrators seek the advice of the certified professional on staff before earmarking school library monies for various purposes.

LIBRARY MEDIA CENTER

BOOK COLLECTION

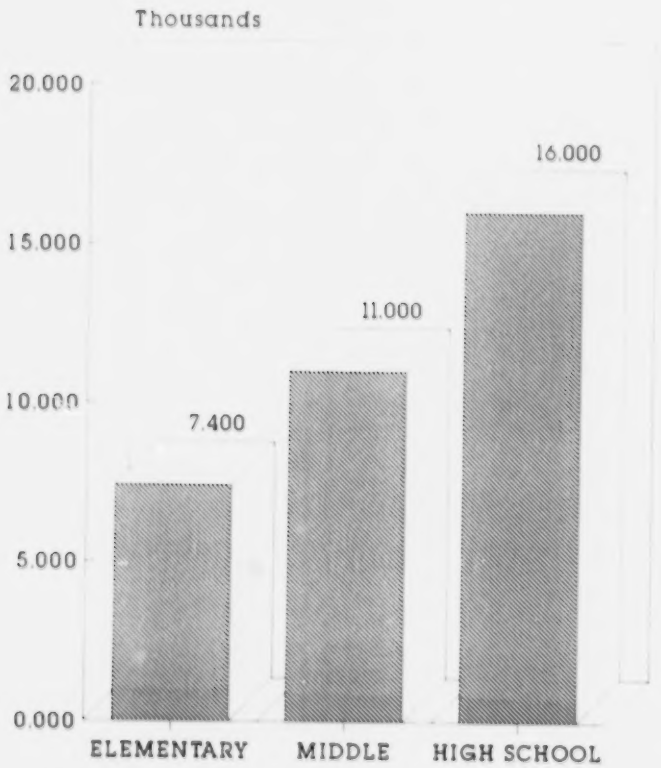
FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

The average number of book titles per school library is about 10,000. Responses vary significantly by the type of school, and range anywhere between 750 and 50,000. Generally, the higher the institution, the more books the library has. Elementary schools have an average of about 7,400 book titles, while high schools have, on average, over twice as many (16,000). Middle schools have an average of 11,000 books.

When these statistics are compared with national statistics reported in Statistics of Public School Library Media Centers, 1985, it appears that school libraries have been able to increase the size of their collections over the past five years, as the average number of book titles held in 1985 was 7,668.

DIAGRAM 18

AVERAGE NUMBER OF BOOK TITLES
BY SCHOOL TYPE



In terms of quality, the majority of librarians at all school levels felt that they have been able to improve their book collections over the past five years.

However, at the elementary and high school levels, most of the improvements were described as slight, rather than substantial. Middle school library collections showed the greatest improvement, which is consistent with increases experienced in their library budgets; middle school library budgets increased more over the past five years than elementary or high school budgets (see Table 4, page 30).

Again, consistent with their budget declines, high school libraries showed the least amount of improvement in their collections. In fact, 17% of the high school librarians polled said that they have been unable to maintain the quality of their book collections.

Some of the librarians who were able to improve their book collections did so without increasing the overall number of book titles. This becomes apparent when one considers that less than half of the librarians (at all school levels) claimed that the number of book titles in their media center had increased, whereas the majority claimed to have improved the quality of their book collections.

TABLE 41

ABILITY TO MAINTAIN/IMPROVE BOOKS COLLECTIONS
OVER THE PAST 5 YEARS

OVER THE PAST 5 YEARS, THE QUALITY OF THE BOOK COLLECTION HAS...	ELEM		MIDDLE		H.S.	
IMPROVED SUBSTANTIALLY	26%		42%		25%	
IMPROVED ONLY SLIGHTLY	41	67%	33	75%	33	58%
BEEN MAINTAINED (NOT IMPROVED)	20		25		25	
NOT BEEN MAINTAINED	7		--		17	
DON'T KNOW	7		--		--	

TABLE 42

CHANGES IN THE NUMBER OF BOOK TITLES
OVER THE PAST 5 YEARS

# OF BOOK TITLES HAS...	ELEM	MIDDLE	H.S.
INCREASED	49%	42%	42%
STAYED THE SAME	38	42	46
DECREASED	11	8	13
DON'T KNOW	3	8	--

While almost half of the library media specialists have increased the number of book titles in their collections over the past five years, a large percentage of these increases were only between 1-5% (see Table 43). Consistent with high school libraries' lack of improvement in the book collections (compared to other school libraries' improvement), is the finding that they also reported the least improvement in the number of books added to their collections. Again, this is consistent with the small budget increases experienced by high school libraries during the same time frame.

Although high school libraries showed less improvement in their book collections than elementary and middle schools, it is important to note that the size of high school library book collections is still substantially larger than the average elementary or middle school library.

TABLE 43

INCREASE IN BOOK TITLES OVER PAST 5 YEARS

% INCREASES:	ELEM	MIDDLE*	H.S.*
1-5%	46%	40%	70%
6-10%	14	20	--
11-15%	5	--	10
16-20%	--	--	10
21-30%	3	--	--
31-40%	--	--	--
41-50%	3	40	--
OVER 50%	8	--	10
DON'T KNOW	22	--	--

*CAUTION: EXTREMELY SMALL BASE SIZE.

As Table 44 illustrates, over half of the elementary and high school librarians polled anticipate an increase in the number of book titles in the coming five years. The majority of librarians who expect book title increases are anticipating them, again, to be in the low range of between 1-10%.

TABLE 44

CHANGES IN THE NUMBER OF BOOK TITLES EXPECTED OVER THE NEXT FIVE YEARS

EXPECT THE # OF BOOK TITLES TO...	ELEM	MIDDLE	H.S.
INCREASE	53%	42%	54%
STAY THE SAME	39	42	33
DECREASE	5	8	13
DON'T KNOW	3	8	--

TABLE 45

EXPECTED INCREASES IN BOOK TITLES OVER THE NEXT FIVE YEARS

% INCREASES EXPECTED:	ELEM	MIDDLE	H.S.
1-5%	38%	40%	46%
6-10%	25	60	31
11-15%	8	--	8
16-20%	3	--	--
21-30%	3	--	8
31-40%	--	--	--
41-50%	--	--	8
OVER 50%	8	--	--
DON'T KNOW	18	--	--

HOURS OF OPERATION

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

Most of the librarians surveyed did not anticipate any changes in the hours of operation of their library media centers. Of those who did anticipate changes, most expect a slight increase in the hours the library media center is open to students and teachers.

TABLE 45

ANTICIPATED HOURS OF OPERATION FOR THE LIBRARY OVER THE NEXT FIVE YEARS

EXPECT HOURS OF OPERATION TO...	ELEM	MIDDLE	H.S.
INCREASE SUBSTANTIALLY	1%	8%	--
INCREASE SLIGHTLY	11	8	21%
REMAIN THE SAME	86	83	75
DECREASE SLIGHTLY	1	--	--
DECREASE SUBSTANTIALLY	--	--	--
DON'T KNOW	1	--	4

MAJOR PROBLEMS FACED BY LIBRARIANS

FINDINGS AMONG LIBRARIANS FROM ALL SCHOOL LEVELS

Librarians were asked to cite the three biggest problems they face which they feel could be resolved if they were given adequate support and/or financial assistance. One of the biggest problems faced by librarians at all levels had to do with understaffing. Many said they need additional staff so that they could spend more time with teachers and students. Most of these staffing needs could be filled with an assistant, someone who could help with clerical functions, library management, book processing, cataloging, etc. A significant percentage of high school librarians (17%) also indicated a strong need for another librarian to assist with more professional duties.

In addition to staffing needs, the librarians identified a need for additional books and resource material to be added to their collections, and to replace old books with new, updated materials. About half (51%) of elementary school librarians cited a need for books as one of the biggest problems they face, while 25% and 33% of middle and high school librarians, respectively, mentioned this as a problem.

Time constraints was another major problem identified by elementary librarians (43%) and high school librarians (29%).

Middle and high school librarians were more likely than elementary librarians to express technology needs (i.e., computer and audiovisual needs) and disciplinary problems. Middle school librarians were most likely to cite a need for a larger space and improved library facilities. Tables 46, 47, 48, and 49 demonstrate the findings in detail.

Overall, only 8% of elementary school librarians and 4% of high librarians claimed they had no major problems. All of the middle school library media specialists said they had at least one major problem.

Table 46 summarizes the time and staffing problems which were cited by these librarians.

TABLE 46

MAJOR PROBLEMS -- TIME AND STAFFING PROBLEMS

	ELEM	MIDDLE	H.S.
TIME CONSTRAINTS (NET)	43%	8%	29%
NEED MORE TIME TO SPEND W/TEACHERS	18	--	13
NEED MORE TIME TO SPEND W/STUDENTS	18	--	13
NEED MORE TIME FOR CURRICULUM PLAN.	14	--	8
ONLY PART-TIME/NEED MORE TIME	11	--	--
NEED MORE TIME (UNSPECIFIED)	8	8	8
NEED MORE TIME FOR MATERIAL SELECTION	4	8	8
NEED MORE TIME FOR CLERICAL/ADMIN.	4	--	--
NEED MORE TIME TO PLAN AHEAD	1	--	4
UNDERSTAFFED/STAFFING NEEDS (NET)	37%	42%	46%
NEED ADDITIONAL STAFF (UNSPECIFIED)	8	25	25
NEED CLERICAL ASSISTANCE	16	8	8
NEED ASSISTANCE FOR LIBRARY MGMT./ BOOK PROCESSING/CATALOGING	13	8	8
NEED ANOTHER LIBRARIAN/A CERTIFIED LIBRARIAN	1	--	17
NEED A.V. ASSISTANCE	3	--	--

Over half of the librarians surveyed cited material and equipment needs as one of the biggest problems they face as head librarian. Specifically, 59% of elementary librarians, 58% of middle school librarians, and 54% of high school librarians cited a material or equipment need. Table 47 reviews the material and equipment needs cited.

TABLE 47

MAJOR PROBLEMS -- MATERIAL AND EQUIPMENT NEEDS

	ELEM	MIDDLE	H.S.
NEED BOOKS/PERIODICALS (NET)	51%	25%	33%
NEED ADDITIONAL BOOKS	34	8	29
NEED BOOKS TO REPLACE OUTDATED ONES/ NEED MORE BOOKS TO BECOME CURRENT	18	17	4
NEED ADDITIONAL RESOURCE MATERIAL	7	8	21
OTHER MISC. BOOK PROBLEMS	5	--	--
COMPUTER NEEDS (NET)	11%	17%	17%
NEED COMPUTERS	8	8	13
NEED COMPUTER SOFTWARE & MATERIALS	4	8	8
AUDIOVISUAL NEEDS (NET)	9%	25%	21%
NEED AUDIOVISUAL EQUIPMENT	7	8	8
NEED CLASSROOM TAPES/MISC. AV SUPPLIES	4	17	13
FOR AUDIOVISUAL NEEDS (UNSPECIFIED)	1	--	13
MISC. LIBRARY SUPPLY/EQUIPMENT NEEDS (NET)	5%	17%	8%
NEED LIBRARY EQUIPMENT (TELEPHONE, COPIER, ETC.)	--	17	4
MISC. SUPPLIES (NONSPECIFIED)	3	--	4

Middle schools had the biggest problem (of all school types) with space/facility needs. One-fourth of middle school librarians cited a space/facility need as one of their major problems. These librarians expressed a need for a bigger library or better library facilities, as is shown in Table 48. In addition, 14% of elementary school librarians and 13% of high school librarians also expressed a need for additional space or improved library facilities.

Specific needs are detailed in the table below.

TABLE 48

MAJOR PROBLEMS -- SPACE/PHYSICAL FACILITY REQUIREMENTS

	ELEM	MIDDLE	H.S.
NEED MORE SHELVING/SHELVING SPACE	9	--	8
NEED A BIGGER LIBRARY	8	17	8
NEED MORE SEATING	5	--	4
NEED BETTER FACILITIES	4	17	--
MISC. "SPACE" NEEDS	3	--	--
NEED SPACE FOR A.V. SECTION	1	8	--
NEED MORE SPACE FOR COMPUTER/TECHN.	--	8	4

ADDITIONAL PROBLEMS

In addition to the time constraints, understaffing, material needs and facility problems reviewed in the previous charts, librarians also discussed some less tangible problems they face which are illustrated in Table 49.

Disciplinary problems were a major concern to a significant group of middle and high school librarians, as 17% and 21%, respectively, cited this as one of their three biggest problems. Elementary librarians did not seem to face this problem, as no one mentioned it.

Student needs, which were a major problem, included "motivating the students to read". This was cited by 17% of high school librarians, and the need for flexible scheduling was identified by 9% of elementary librarians.

Middle school librarians were particularly concerned about people's attitudes regarding the library and its importance in education. Specifically, 17% of the middle school librarians claimed that their library is viewed as not being an important or core element of education. This represents a major problem for the library media specialist. This problem was also cited by a small percentage of elementary and high school librarians.

TABLE 49

ADDITIONAL PROBLEMS/NEEDS

	ELEM	MIDDLE	H.S.
STUDENT NEEDS (NET)	14%	8%	17%
NEED FLEXIBLE SCHEDULING (SO KIDS CAN USE LIBRARY FOR RESEARCH OUT OF CLASS)	9	--	--
NEED PROGRAM FOR LIBRARY SKILLS	5	8	--
NEED READING PROGRAM	3	--	--
MOTIVATING STUDENTS TO READ	--	--	17
ATTITUDES TOWARD LIBRARY/LIBRARIAN (NET)	8%	17%	8%
LIBRARY IS NOT VIEWED AS IMPORTANT/ A CORE ELEMENT OF EDUCATION	5	17	4
ADMINISTRATION'S ATTITUDES TOWARD LIBRARY/LIBRARIAN	4	--	4
NEED MORE SUPPORT FROM ADMIN. STAFF	4	--	4
LIBRARY USED AS STUDY HALL/BABYSITTER	1	--	4
UNDERUTILIZATION (NET)	7%	8%	4%
TEACHERS' UNDERUTILIZATION OF LIBRARY/ LIBRARIAN	5	8	4
LIBRARY UTILIZED ONLY FOR CERTAIN SUBJECTS	3	--	--
DISCIPLINARY PROBLEMS (NET)	--	17%	21%
SECURITY/BOOK THEFT	--	8	17
STUDENT DISOBEDIENCE	--	--	8
MISC. DISCIPLINARY PROBLEMS	--	8	--
COMPUTER "RELATED" NEEDS (NET)	1%	--	8%
NEED COMPUTER TRAINING FOR LIBRARIAN	1	--	4
NEED COMPUTERIZED LIBRARY	1	--	4
NEED COMPUTER TRAINING FOR TEACHERS	--	--	4

Observation: The fact that high school librarians say that they have trouble motivating students to read may be related to their experiences in elementary school. If students have not been exposed to good library media centers, professional librarians and effective library media programs -- all of which represent basic literacy -- then there is a chance that they have not discovered the joy of reading.

Some experts said that if students haven't developed proper reading skills by the fourth or fifth grade, they will probably not develop a solid, lifelong relationship with books and information. This situation, according to library leaders, certainly fuels the literacy problem that the U.S. is currently experiencing.

One of the first and most obvious ways to prevent this from happening, said the experts, is for all schools to be required to house full-time professionally staffed library media centers that are fully supported by parents, teachers and administrators alike.

APPENDIX A

QUESTIONNAIRES

INTERVIEW # ____ [1-4]
STUDY # ____ [5-8]

REGION:
NORTHEAST . . . 1
SOUTH . . . . . 2 [9]
NORTH CENTRAL . 3
WEST. 4

STATE: _____[10-11]

SCHOOL LIBRARY STUDY
LIBRARIAN SURVEY

Hi, this is _____ with Strategic Information Services, a marketing research firm. We are conducting a survey sponsored by The Millbrook Press, a book publisher who is particularly interested in learning about the problems which school librarians are currently facing. Are you the head librarian at your school? [IF NOT, ASK TO SPEAK WITH THE HEAD LIBRARIAN]

I'd like to talk with you about the problems you are currently facing, and what can be done about these problems. However, first I need to ask you a couple general questions about your school and your library.

1. My records show that you're a librarian for a/an (INSERT TYPE OF SCHOOL ON CALL SHEET). Is that correct? [CIRCLE CORRECT CODE OR CODES]

   ELEMENTARY SCHOOL . . . . . 1 [12]
   MIDDLE SCHOOL, OR JUNIOR HIGH SCHOOL. . . . 2
   SECONDARY/HIGH SCHOOL 3

2. What is the student enrollment for your school, for the 1989-90 school year? [FILL IN # AND CIRCLE APPROPRIATE CODE BELOW]

   # OF STUDENTS: _____

   UNDER 300 STUDENTS . . . . . 1 [13]
   300-499 STUDENTS 2
   500-699 STUDENTS 3
   700-1000 STUDENTS. 4
   OVER 1000 STUDENTS 5

3. Over the past five years, has student enrollment been increasing, decreasing, or remaining fairly constant?

   INCREASING . . . . . 1 [14]
   DECREASING 2
   REMAINING CONSTANT 3

4. On a per pupil basis, how has your school library budget fared compared with five years ago? Has it...(READ LIST)

Increased significantly.	1	[15]
Increased slightly	2	
Remained the Same.	3	
Decreased slightly, or	4	
Decreased significantly.	5	

5. Do you expect student enrollment to increase, decrease, or remain fairly constant over the next five years?

INCREASE	1	[16]
DECREASE	2	
REMAIN CONSTANT.	3	

6. On a per pupil basis, in the next five years, how do you expect the school library budget to fare? Do you think it will... (READ LIST)

Increase significantly	1	[17]
Increase slightly.	2	
Stay about the same.	3	
Decrease slightly, or.	4	
Decrease significantly	5	

7. How many of the following does your school library media center have on staff? [RECORD # AS 3 DIGITS; FOR EXAMPLE, 1 SHOULD BE RECORDED AS "001"]

	# ON STAFF	
Certified Librarians.	_____	[18-20]
Librarians who are not certified. .	_____	[21-23]
Paid library assistants	_____	[24-26]
Volunteer staff	_____	[27-29]
Student aides	_____	[30-32]
Other assistants.	_____	[33-35]
TOTAL # OF STAFF =		[36-38]

8. Do you feel that your library media center is adequately staffed?

YES	1 ⟶ SKIP TO Q.10	[39]
NO.	2	

9. [ASK Q.9 IF "NO" TO Q.8] Why do you feel that your library media center is not adequately staffed?

[40-70]

_____

_____

_____

_____

10. How has the staffing level of your school library changed over the past five years? Overall, has the staffing. . .

Increased . . . . . 1 [71]
Decreased 2
Or, Stayed about the same . . . 3
DON'T KNOW (DO NOT READ). . . . 9

11. What, if any, new positions have you added over the past five years?

Have you added any (POSITION/TITLE)? [FOR EACH POSITION ADDED, ASK THE # OF PEOPLE AT THAT POSITION THEY HAVE ADDED] [RECORD #'S AS 3 DIGITS]

	YES	NO	# HAVE ADDED	
Certified Librarians.	1	2	_____	[72][73-75]
Other Librarians who are not certified	1	2	_____	[76][77-79]
Volunteer Staff	1	2	_____	[80][81-83]
Student Aides	1	2	_____	[84][85-87]
Other Assistants.	1	2		
(SPECIFY)_____			_____	[88][89-91]
_____			_____	[92][93-95]
_____			_____	[96][97-99]

TOTAL # OF POSITIONS ADDED =				[100][101-103]

12. What, if any, positions have you eliminated over the past five years?

Have you dropped the number of (INSERT POSITION/TITLE)?[ASK FOR EACH POSITION/TITLE LISTED BELOW]

	YES	NO	# DROPPED	
Certified Librarians. . . .	1	2	_____	[104][105-107]
Other Librarians who are not certified	1	2	_____	[108][109-111]
Volunteer Staff	1	2	_____	[112][113-115]
Student Aides	1	2	_____	[116][117-119]
Other Assistants.	1	2		
SPECIFY)_____			_____	[120][121-123]
_____			_____	[124][125-127]
_____			_____	[128][129-131]

TOTAL # OF POSITIONS DROPPED =				[132][133-135]

IF NO CHANGES IN ANY POSITIONS IN Q.11 & Q.12, SKIP TO Q.14

13. Overall, I'd like to know what impact you feel these staff changes have had on the following areas. What affect do you feel the changes in your library media center's staffing have had on (INSERT VARIABLE)?

Do you think these changes have caused (INSERT VARIABLE) to increase, to decrease, or do you feel these staff changes have had no affect on (INSERT VARIABLE)? [ASK FOR EACH VARIABLE LIST IN 13A - 13J -- START WITH X'ED ITEM]

		INCRE	DECRE	NO AFFECT	DK	
__ A.	Standardized Test Scores. .	1	2	3	9	[136]
__ B.	Students' Reading Levels. .	1	2	3	9	[137]
__ C.	Classroom Test Scores . . .	1	2	3	9	[138]
__ D.	The quality of student book reports.	1	2	3	9	[139]
__ E.	Students' grades.	1	2	3	9	[140]
__ F.	Students' knowledge of computers	1	2	3	9	[141]
__ G.	Students' Writing Skills. .	1	2	3	9	[142]
__ H.	Students' ability to do research.	1	2	3	9	[143]
__ I.	Students' ability to use the latest technology for research purposes, such as, software, microfiche and video equipment	1	2	3	9	[144]
__ J.	The overall quality of education your students are receiving	1	2	3	9	[145]

14. What changes do you think will occur in your staffing levels over the next five years. Do you think you will...

	YES	NO	DK	
A. Increase the overall size of your staff?.	1	2	9	[146]
B. Decrease the size of your staff?.	1	2	9	[147]
C. Increase the # of Certified Librarians on your staff?.	1	2	9	[148]
D. Decrease the # of Certified Librarians on your staff?.	1	2	9	[149]
E. Increase the # of Non-Certified Librarians on your staff?.	1	2	9	[150]
F. Decrease the # of Non-Certified Librarians on your staff?.	1	2	9	[151]

IF "NO" TO ALL (Q.14A-14F), SKIP TO Q.16

15. What impact do you think these staff changes will have on the quality of education your students will receive?

Do you think these staffing changes will cause (INSERT VARIABLE) to increase, to decrease, or do you feel they will have no affect on (INSERT VARIABLE)? [ASK FOR EACH VARIABLE LIST IN 15A - 15J -- START WITH X'ED ITEM]

		INCRE	DECRE	NO AFFECT	DK	
__	A. Standardized Test Scores.	1	2	3	9	[152]
__	B. Students' Reading Levels.	1	2	3	9	[153]
__	C. Classroom Test Scores . .	1	2	3	9	[154]
__	D. The quality of student book reports.	1	2	3	9	[155]
__	E. Students' grades.	1	2	3	9	[156]
__	F. Students' knowledge of computers	1	2	3	9	[157]
__	G. Students' Writing Skills.	1	2	3	9	[158]
__	H. Students' ability to do research.	1	2	3	9	[159]
__	I. Students' ability to use the latest technology for research purposes such as, software, microfiche and video equipment. . .	1	2	3	9	[160]
__	J. The overall quality of education your students are receiving	1	2	3	9	[161]

16. What was your total library budget for the 1989-90 school year? How much was budgeted for . . . [RECORD BUDGET FOR ALL TYPES OF MATERIALS. MAKE SURE THEY EQUAL THE TOTAL AMOUNT BUDGETED. YOU CAN USE PERCENTAGES FOR THE INDIVIDUAL ITEMS IF THAT IS EASIER FOR THE RESPONDENT]

Books.	_____ [162-167]
Audiovisual (AV) Resources . .	_____ [168-173]
Periodicals.	_____ [174-179]
Software & Computers	_____ [180-185]
Microforms	_____ [186-191]
Other Materials/Supplies (PLEASE SPECIFY)_____. .	_____ [192-197]
_____. .	_____ [198-203]
TOTAL $$ BUDGETED IN 89-90 =	_____ [204-209]

17. How has this budget changed over the <u>past</u> five years? Has the (INSERT BUDGET TYPE) increased, decreased, or stayed about the same? (IF INCREASED OR DECREASED, ASK: By approximately how much over the past five years?) [ASK FOR EACH BUDGET LISTED BELOW, AND RECORD INCREASES AND DECREASES AS A %]

	INCREASED	DECREASED	REMAINED CONSTANT	DK
Book Budget	1 _____	2 _____	3	9
Audiovisual (AV) Resources Budget. . .	1 _____	2 _____	3	9
Periodicals Budget. . .	1 _____	2 _____	3	9
Software & Computer Budget.	1 _____	2 _____	3	9
Microform Budget. . . .	1 _____	2 _____	3	9
Total Budget.	1 _____	2 _____	3	9

18. How do you think your library budget will change over the <u>next</u> five years? Do you think your (INSERT BUDGET TYPE) will increase, decrease, or stay about the same? (IF EXPECT TO INCREASE OR DECREASED, ASK: By approximately how much over the next five years?) [ASK FOR EACH BUDGET LISTED BELOW, AND RECORD INCREASES AND DECREASES AS A %]

	INCREASE	DECREASE	REMAIN CONSTANT	DK
Book Budget	1 _____	2 _____	3	9
Audiovisual (AV) Resources Budget. . .	1 _____	2 _____	3	9
Periodicals Budget. . .	1 _____	2 _____	3	9
Software & Computer Budget.	1 _____	2 _____	3	9
Microform Budget. . . .	1 _____	2 _____	3	9
Total Budget.	1 _____	2 _____	3	9

19. What do you feel is the overall impact of these library budget changes, which have occurred over the <u>past</u> five years?

Do you think these budget changes have caused (INSERT VARIABLE) to increase, to decrease, or do you feel they have had no affect on (INSERT VARIABLE)? [ASK FOR EACH VARIABLE LIST IN 19A-19J -- START WITH X'ED ITEM]

		INCRE	DECRE	NO AFFECT	DK	
__ A.	Standardized Test Scores.	1	2	3	9	[268]
__ B.	Students' Reading Levels.	1	2	3	9	[269]
__ C.	Classroom Test Scores	1	2	3	9	[270]
__ D.	The quality of student book reports.	1	2	3	9	[271]
__ E.	Students' grades.	1	2	3	9	[272]
__ F.	Students' knowledge of computers	1	2	3	9	[273]
__ G.	Students' Writing Skills.	1	2	3	9	[274]
__ H.	Students' ability to do research.	1	2	3	9	[275]
__ I.	Students' ability to use the latest technology for research purposes, such as, software, microfiche and video equipment	1	2	3	9	[276]
__ J.	The overall quality of education your students are receiving	1	2	3	9	[277]

20. Over the last fiscal year, what percentage of your budget came from the following sources?

Federal Funding	_____ %	[278-280]
State Funding	_____ %	[281-283]
Local/City Funding.	_____ %	[284-286]
Fund Raising.	_____ %	[287-289]
Private Donations	_____ %	[290-292]
Other Sources (SPECIFY)		
_____	_____ %	[293-295]
_____	_____ %	[296-298]

[299-310]=

21. How do you expect this to change over the next five years? Approximately what percentage of your budget do you think will come from the following sources?

Federal Funding	_____ %	[311-313]
State Funding	_____ %	[314-316]
Local/City Funding.	_____ %	[317-319]
Fund Raising.	_____ %	[320-322]
Private Donations	_____ %	[323-325]
Other Sources (SPECIFY)		
_____.	_____ %	[326-328]
_____.	_____ %	[329-331]

[332-345]=

22. What is the approximate number of book titles you have in your library media center? _____ [346-350]

23. Would you say the total number of book titles has increased, decreased, or stayed about the same over the past five years?

INCREASED	1	[351]
DECREASED	2	
STAYED THE SAME	3	→ SKIP TO Q.25
DON'T KNOW (DO NOT READ).	9	

24. Has this (increased/decreased) by...

1-5%.	1	[352]
6-10%	2	
11-15%.	3	
16-20%.	4	
21-30%.	5	
31-40%.	6	
41-50%.	7	
Over 50%.	8	
DON'T KNOW (DO NOT READ).	9	

25. Do you expect the number of book titles in your library media center to increase, decrease, or stay about the same over the next five years.

INCREASE	1	[353]
DECREASE	2	
STAY THE SAME.	3	→ SKIP TO Q.27
DON'T KNOW	9	

26. Over the next five years, do you think the number of book titles will (increase/decrease) by...

1-5%.	1	[354]
6-10%	2	
11-15%.	3	
16-20%.	4	
21-30%.	5	
31-40%.	6	
41-50%.	7	
Over 50%.	8	
DON'T KNOW (DO NOT READ).	9	

27. What phrase best describes your ability to maintain or improve the quality of your book collections over the past five years? On the budgets I've received for books, over the past five years...

I have been able to substantially improve the quality of my library's book collection	1	[355]
I have been able to improve the quality of my library's book collection only slightly	2	
I have been able to maintain the quality of my book collection, however, I have not been able to improve it, or	3	
I have not been able to maintain the quality of my book collection over the past five years . . .	4	

28. Over the next five years, do you expect your hours of operation to...

Increase substantially	1	[356]
Increase slightly.	2	
Remain the same.	3	
Decrease slightly, or.	4	
Decrease substantially	5	
DON'T KNOW (DO NOT READ)	9	

29. Overall, approximately how many hours a week do you spend on the following . . .

Materials Selection	_____	[357-358]
Library Management.	_____	[359-360]
Curriculum Planning with Teacher.	_____	[361-362]
Curriculum Planning (without Teacher) . .	_____	[363-364]
Class Instruction	_____	[365-366]
Reference/Resource to Students.	_____	[367-368]
Teacher Training/Instruction.	_____	[369-370]
Other Time Spent (SPECIFY)_____. .	_____	[371-372]

TOTAL HOURS WORKED PER WEEK (ON AVERAGE)=		[373-374]

30. Overall, approximately how many hours a week would you <u>like</u> to spend in the following areas...

Materials Selection	_____	[375-376]
Library Management.	_____	[377-378]
Curriculum Planning with Teacher. . . .	_____	[379-380]
Curriculum Planning (without Teacher) .	_____	[381-382]
Class Instruction	_____	[383-384]
Reference/Resource to Students.	_____	[385-386]
Teacher Training/Instruction.	_____	[387-388]
Other Time Spent (SPECIFY)_____	_____	[389-390]
TOTAL HOURS WORKED PER WEEK (ON AVERAGE)=		[391-392]

31. Which of the following best describes the level of teacher interaction you have with most of your teachers? [CIRCLE ONLY ONE]

[393]

The teacher works closely with me to develop instructional units, and then teaches and evaluates the unit with my assistance 1

The teacher uses me as a resource for ideas for curriculum planning 2

I am not involved in curriculum planning with teachers, but they do utilize the library media center for additional instructional materials for their class plans on a regular basis. 3

I am not involved in curriculum planning with teachers, and they do <u>not</u> usually utilize the library media center for supplemental instructional materials . . 4

32. How do you feel about your current involvement in working with teachers on curriculum development and class plans? In what ways do you feel you could be more fully utilized?

[394-413]

_____

_____

_____

_____

_____

33. What are the three biggest problems you face as head librarian, which you feel could be resolved if you had adequate support and/or financial assistance?

[414-433]

_____

_____

_____

_____

_____

_____

34. Are you aware of any schools in your district which have closed their libraries, or cut the librarian on staff over the past five years?

[434]

YES 1
NO. . . . . 2 → THANK RESPONDENT AND TERMINATE

35. Did these school libraries close altogether, or did they cut the librarian on staff?

SCHOOL LIBRARY CLOSED. . . . . 1 [435]
CUT THE LIBRARIAN ON STAFF 2

36. Why? [436-455]

_____

_____

_____

_____

THANK RESPONDENT FOR THEIR PARTICIPATION.

DATA: [456:600]

INTERVIEW # ____ [1-4]
STUDY # ____ [5-8]

REGION:
NORTHEAST . . . 1
SOUTH . . . . . 2 [9]
NORTH CENTRAL . 3
WEST. 4

STATE: _____[10-11]

SCHOOL LIBRARY STUDY

Hi, this is _____ with Strategic Information Services, a marketing research firm. We are conducting a survey sponsored by The Millbrook Press, a book publisher who is particularly interested in learning about the problems which schools are currently facing. Are you the (PRINCIPAL/SUPERINTENDENT) of this school? [IF NOT, ASK TO SPEAK WITH HIM/HER]

PRINCIPAL . . . . . 1 [ ]
SUPERINTENDENT. 2
ASST. SUPERINTENDENT. . 3

1. What is the student enrollment for your school, for the 1989-90 school year? [FILL IN # AND CIRCLE APPROPRIATE CODE BELOW]

OF STUDENTS: _____

UNDER 300 STUDENTS . . . . . 1 [ ]
300-499 STUDENTS 2
500-699 STUDENTS 3
700-1000 STUDENTS. 4
OVER 1000 STUDENTS 5

2. Over the past five years, has student enrollment been increasing, decreasing, or remaining fairly constant?

INCREASING . . . . . 1 [ ]
DECREASING 2
REMAINING CONSTANT 3

3. Do you expect student enrollment to increase, decrease, or remain fairly constant over the next five years?

INCREASE . . . . . 1 [ ]
DECREASE 2
REMAIN CONSTANT. 3

4. On a per pupil basis, how does your school budget fare compared with five years ago? Has it...(READ LIST)

Increased significantly	1	[ ]
Increased slightly.	2	
Remained the same	3	
Decreased slightly, or.	4	
Decreased significantly	5	

5. On a per pupil basis, in the next five years, how do you expect the school budget to fare? Do you think it will... (READ LIST)

Increase significantly	1	[ ]
Increase slightly.	2	
Stay about the same.	3	
Decrease slightly, or.	4	
Decrease significantly	5	

6. How has the overall staffing level of your school changed over the past five years? Overall, have staffing levels...

Increased	1	[ ]
Decreased	2	
Or, Stayed about the same . . .	3	
DON'T KNOW (DO NOT READ). . . .	9	

7. Over the next five years, do you expect overall staffing levels to...

Increase.	1	[ ]
Decrease.	2	
Or, Stay about the same	3	
DON'T KNOW (DO NOT READ). . . .	9	

8. I'd like you to rate the affect the following individuals have on (insert x'd factor), using a scale of "1" to "10", where "1" means they have "no affect" and "10" means they have a "significant affect". You can also choose any number in between.

On a scale of 1 to 10, what affect do you think (INSERT INDIVIDUAL) have on (INSERT FACTOR)? (ASK ABOUT EVERY INDIVIDUAL FOR EACH FACTOR, BEFORE GOING TO THE NEXT FACTOR)

Factors:	INDIVIDUAL CLASSROOM TEACHERS	INDIVIDUAL LIBRARIANS	LIBRARY MEDIA CENTERS
__ A. Standardized Test Scores.	____	____	____
__ B. Students' Reading Levels.	____	____	____
__ C. Classroom Test Scores	____	____	____
__ D. The quality of student book reports	____	____	____
__ E. Students' grades.	____	____	____
__ F. Students' knowledge of computers	____	____	____
__ G. Students' Writing Skills.	____	____	____
__ H. Students' ability to do research.	____	____	____
__ I. Students' ability to use the latest technology for research purposes, such as, software, microfiche and video equipment.	____	____	____
__ J. The overall quality of education your students are receiving.	____	____	____

9. I'd like you to take a minute and think about your school needs and your priorities. (PAUSE FOR A FEW MOMENTS)

If your school budget were increased by (5%/20%) next year, where would these additional funds be allocated?

How much, if any, would you allocate for (SOURCE)? Would you allocate all, most, half, 25%-49%, 10%-24%, 1-9%, or none? (ASK THIS Q. FOR EACH SOURCE UNTIL ASKED FOR ALL SOURCES, THEN ASK THE SAME QUESTION FOR A 20% INCREASE)

	ALL	MOST	HALF	25%-49%	10%-24%	1-9%	NONE	DK
IF INCREASED BY 5%:								
Increasing teachers salaries	1	2	3	4	5	6	7	9
School facilities	1	2	3	4	5	6	7	9
Increasing the number of teachers per pupil	1	2	3	4	5	6	7	9
Increasing the number of personnel on the library staff	1	2	3	4	5	6	7	9
Increasing the librarian's salary	1	2	3	4	5	6	7	9
The library media center	1	2	3	4	5	6	7	9
Other sources (SPECIFY)								
_____	1	2	3	4	5	6	7	9
_____	1	2	3	4	5	6	7	9
_____	1	2	3	4	5	6	7	9
_____	1	2	3	4	5	6	7	9
_____	1	2	3	4	5	6	7	9

IF INCREASED BY 20%:

Increasing Teachers salaries.....1.....2.....3.....4.....5.....6....7...9
School facilities.....1.....2.....3.....4.....5.....6....7...9
Increasing the number of teachers
per pupil.....1.....2.....3.....4.....5.....6....7...9
Increasing the number of personnel
on the library staff.....1.....2.....3.....4.....5.....6....7...9
Increasing the librarian's salary.1.....2.....3.....4.....5.....6....7...9
The library media center.....1.....2.....3.....4.....5.....6....7...9
Other sources (SPECIFY)
_____.....1.....2.....3.....4.....5.....6....7...9
_____.....1.....2.....3.....4.....5.....6....7...9
_____.....1.....2.....3.....4.....5.....6....7...9
_____.....1.....2.....3.....4.....5.....6....7...9
_____.....1.....2.....3.....4.....5.....6....7...9

Now I'd like to ask you a few questions about your school library media center.

10. On a per pupil basis, how does your school <u>library</u> budget fare compared with five years ago? Has it...(READ LIST)

Increased significantly . . . . . 1 [ ]
Increased slightly. 2
Remained the Same 3
Decreased slightly, or. 4
Decreased significantly 5

11. On a per pupil basis, in the next five years, how do you expect the school <u>library</u> budget to fare? Do you think it will... (READ LIST)

Increase significantly . . . . . 1 [ ]
Increase slightly. 2
Stay about the same. 3
Decrease slightly, or. 4
Decrease significantly 5

12. What was your total library budget for the 1989-90 school year?

How much was budgeted for . . . [RECORD BUDGET FOR ALL TYPES OF MATERIALS. MAKE SURE THEY EQUAL THE TOTAL AMOUNT BUDGETED. YOU CAN USE PERCENTAGES FOR THE INDIVIDUAL ITEMS IF THAT IS EASIER FOR THE RESPONDENT]

Books. . . . . ._____
Audiovisual (AV) Resources . ._____
Periodicals. . . . . ._____
Software & Computers . . . . ._____
Microforms . . . . . ._____
Other Materials/Supplies
(PLEASE SPECIFY)_____. ._____
_____. ._____

TOTAL $$ BUDGETED IN 89-90 = _____

13. Over the last fiscal year, what percentage of your library budget came from the following sources?

Federal Funding . . . . . _____ % [ ]
State Funding . . . . . _____ % [ ]
Local/City Funding. . . . . _____ % [ ]
Fund Raising. . . . . _____ % [ ]
Private Donations . . . . . _____ % [ ]
Other Sources (SPECIFY)
_____. . . . . _____ % [ ]
_____. . . . . _____ % [ ]

14. How do you expect this to change over the next five years? Approximately what percentage of your library budget do you think will come from the following sources?

Federal Funding . . . . . _____ % [ ]
State Funding . . . . . _____ % [ ]
Local/City Funding. . . . . _____ % [ ]
Fund Raising. . . . . _____ % [ ]
Private Donations . . . . . _____ % [ ]
Other Sources (SPECIFY)
_____. . . . . _____ % [ ]
_____. . . . . _____ % [ ]

15. How many of the following does your school library media center have on staff? [RECORD # AS 3 DIGITS; FOR EXAMPLE, 1 SHOULD BE RECORDED AS "001"]

	# ON STAFF	
Certified Librarians.	_____	[ ]
Librarians who are not certified. .	_____	[ ]
Paid library assistants	_____	[ ]
Volunteer staff	_____	[ ]
Student aides	_____	[ ]
Other assistants.	_____	[ ]
TOTAL # OF STAFF =		[ ]

16. How has the staffing level of your school library changed over the past five years? Overall, has the staffing. . .

Increased	1	[ ]
Decreased	2	
Or, Stayed about the same . . .	3	
DON'T KNOW (DO NOT READ). . . .	9	

17. What changes do you think will occur in your library staffing levels over the next five years. Do you think you will...

	YES	NO	DK	
A. Increase the overall size of your staff?.	1	2	9	[ ]
B. Decrease the size of your staff?.	1	2	9	[ ]
C. Increase the # of Certified Librarians on your staff?.	1	2	9	[ ]
D. Decrease the # of Certified Librarians on your staff?.	1	2	9	[ ]
E. Increase the # of Non-Certified Librarians on your staff?.	1	2	9	[ ]
F. Decrease the # of Non-Certified Librarians on your staff?.	1	2	9	[ ]

IF "NO" TO ALL (Q.17A-17F), SKIP TO Q.19

18. What impact do you think these staff changes will have on the quality of education your students will receive?

Do you think these staffing changes will cause (INSERT VARIABLE) to increase, to decrease, or do you feel they will have no affect on (INSERT VARIABLE)? [ASK FOR EACH VARIABLE LIST IN 18A - 18J -- START WITH X'ED ITEM]

			INCRE	DECRE	NO AFFECT	DK	
__	A.	Standardized Test Scores.	1	2	3	9	[ ]
__	B.	Students' Reading Levels.	1	2	3	9	[ ]
__	C.	Classroom Test Scores	1	2	3	9	[ ]
__	D.	The quality of student book reports.	1	2	3	9	[ ]
__	E.	Students' grades.	1	2	3	9	[ ]
__	F.	Students' knowledge of computers	1	2	3	9	[ ]
__	G.	Students' Writing Skills.	1	2	3	9	[ ]
__	H.	Students' ability to do research.	1	2	3	9	[ ]
__	I.	Students' ability to use the latest technology for research purposes such as, software, microfiche and video equipment	1	2	3	9	[ ]
__	J.	The overall quality of education your students are receiving	1	2	3	9	[ ]

19. Do you feel that your library media center is adequately staffed?

YES . . . . . 1 ⟶ SKIP TO Q.21 [ ]
NO. 2

20. [ASK Q.20 IF "NO" TO Q.19] Why do you feel that your library media center is not adequately staffed?

[ ]

_____

_____

_____

_____

_____

IF THEY HAVE AT LEAST 1 CERTIFIED LIBRARIAN ON STAFF (Q.15), SKIP TO Q.22

21. (IF "0" CERTIFIED LIBRARIANS IN Q.15, ASK:) Why have you chosen <u>not</u> to hire a certified librarian for your library media center?

_____

_____

_____

_____

_____

22. Which of the following best describes the level of teacher or department head interaction your head librarian has with <u>most</u> of your instructional staff? [CIRCLE ONLY ONE]

[ ]

The instructional staff works closely with the librarian to develop instructional units, and then teaches and evaluates the unit with the librarian's assistance. 1

The instructional staff uses your head librarian as a resource for ideas for curriculum planning 2

The head librarian is <u>not</u> involved in curriculum planning with the instructional staff, but the instructional staff does utilize the library media center for additional instructional materials for their class plans on a regular basis. . . . 3

The head librarian is <u>not</u> involved in curriculum planning with the instructional staff, and the instructional staff does <u>not</u> usually utilize the library media center for supplemental instructional materials. 4

23. Which of the following best describes the level of teacher or department head interaction you feel your head librarian should have with most of your instructional staff? [CIRCLE ONLY ONE]

[ ]

The instructional staff should work closely with the librarian to develop instructional units, and then teach and evaluate the unit with the librarian's assistance 1

The instructional staff should use your head librarian as a resource for ideas for curriculum planning 2

The head librarian should not be involved in curriculum planning with the instructional staff, but the instructional staff should utilize the library media center for additional instructional materials for their class plans on a regular basis. 3

The head librarian should not be involved in curriculum planning with the instructional staff, and the instructional staff should not utilize the library media center for supplemental instructional materials on a regular basis. 4

THANK RESPONDENT FOR THEIR PARTICIPATION.